DOCUMENT RESUME

ED 479 090 JC 030 399

| | |
|---|---|
| TITLE | Raritan Valley Community College Strategic Plan: It's Our Time. |
| PUB DATE | 2002-11-05 |
| NOTE | 115p.; Prepared by Raritan Valley Community Coll., North Branch, NJ. |
| PUB TYPE | Reports - Descriptive (141) |
| EDRS PRICE | EDRS Price MF01/PC05 Plus Postage. |
| DESCRIPTORS | Community Colleges; *Educational Planning; *Educational Strategies; *Institutional Administration; Institutional Mission; *Strategic Planning; Technology; Technology Planning; Two Year Colleges |
| IDENTIFIERS | *Raritan Valley Community College NJ |

ABSTRACT

This Strategic Plan for Raritan Valley Community College (RVCC), New Jersey, identifies 13 strategic goals divided into the following categories: Quality and Excellence, Community Partnerships, Civic Engagement and Service, and Student Success. RVCC serves Somerset and Hunterdon Counties in Central New Jersey. The combined 2000 population of both counties was 419,479, a 20% increase over 1990. There has been a significant increase in the numbers of Hispanic (96% growth) and Asian (154% growth) immigrants to the region. The population growth, however, far exceeds the growth in enrollment at RVCC, which increased by only 3%. Somerset County is the second wealthiest county in the U.S., and Hunterdon is the fourth. But there are pockets of poverty within the region. A high percentage of new jobs in the area will require an associate's degree. A workforce survey designed to address the skill needs of employees found the top five highest demand skill sets to be: (1) language skills; (2) interpersonal skills; (3) customer relations; (4) computer software applications; and (5) management/supervisory skills. Employers are actually, however, spending money for training in the following areas: (1) computer software application; (2) management/supervisory skills; (3) problem solving; (4) interpersonal skills; and (5) customer relations. Document includes future objectives and technology plan for RVCC. (NB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 479 090

# RARITAN VALLEY COMMUNITY COLLEGE

# STRATEGIC PLAN

## *IT'S OUR TIME*

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C. Chulvick

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

November 5, 2002

JC030399

BEST COPY AVAILABLE

# TABLE OF CONTENTS


Introduction ..... ii

Board of Trustees ..... iii

Planning Committee Members ..... iv

Executive Summary ..... 1

Strategic Plan Initiatives ..... 3
- Tier 1 ..... 3
- Tier 2 ..... 3
- Tier 3 ..... 4

Vision Statement ..... 5

Core Values ..... 5

Mission Statement ..... 5

Planning Methodology ..... 6
- Phase I – Preliminary Organizational Planning ..... 6
- Phase II – Information Gathering and Outreach ..... 7
- Phase III – Identifying Strategic Initiatives ..... 8
- Phase IV – Evaluation of RVCC's Mission Statement ..... 9
- Phase V – Synthesizing Strategic Initiatives ..... 9

Growth Assumptions ..... 10

Strategic Initiatives ..... 12
- Quality and Excellence ..... 13
- Community Partnerships ..... 15
- Civic Engagement and Service ..... 16
- Student Success ..... 17

Appendices List ..... 19

## INTRODUCTION

"It's Our Time" is a very appropriate theme for the next set of strategic initiatives for Raritan Valley Community College. We have arrived at a point in our organizational life span, where we can devote our full attention to serving our stakeholders.

No longer do we need to direct our time and resources to explaining, defining, or defending who we are and what we do. Our community, after almost 40 years, has reached the point where our mission is understood, our programs are appreciated, and our graduates are valued.

The next five years will be dedicated to matching our goals and resources to direct the College towards its chosen destiny: to be among America's best community colleges.

G. Jeremiah Ryan, President
Raritan Valley Community College

Raymond H. Bateman, Chair,
Board of Trustees
Raritan Valley Community College

**BOARD OF TRUSTEES**

Raymond H. Bateman, Chairman

John McGuire, Vice Chairman

Richard D. Wellbrock, Vice Chairman

Joetta Clark Diggs

Evelyn S. Field

Frank L. Greenagel

Paul J. Hirsch

A. Bernard Lindemann

David S. Livingston

Catherine McTernan

Catherine McVicker

John E. Willson

Paul A. Ojeawere, Alumni Representative

G. Jeremiah Ryan, President

**PLANNING COMMITTEE MEMBERS**

Jacki Belin, Co-Chair

Charles E. Chulvick, Co-Chair

Stephen Brower

Lana Browne

Sheila Cancella

Diane Cardenas

Maria DeFilippis

William Harnden

Patrick Janssen

Julia Johnson

Kevin Keefe

John Kizzie

Christopher Koep

Laurel Kornfeld

Tomas Kovarik

Alan Liddell

John Maso

Ellen McArdle

Aaron Merino

Birte Nebeker

Grantley Nurse

Barbara Seater

Steven Smith

Mary Sullivan

## EXECUTIVE SUMMARY

Over the past year, the College community, including the board of trustees, the administration, faculty, staff, and several key constituencies, has been re-examining its assumptions, current practices, outcomes, core values, priorities, and resources with the intention of producing a Strategic Plan for the next several years. From more than one hundred general and specific objectives, the process has resulted in a sorting, winnowing, and refining in an attempt to assign priorities and allocate resources. The Strategic Plan categorizes the results of that process into five topics: Growth, Quality and Excellence, Student Success, Community Partnerships, and Civic Engagement and Service, with three-to-four goals for each. But 10-12 general objectives, even clustered into a few categories, are too many to indicate the emphasis the board wishes to communicate. This summary identifies that emphasis:

- Quality in all we do, including academic programs, faculty, buildings and grounds, etc. This will include continuing our ***quality initiatives*** with emphasis on the Baldrige process, the Learning College, an honors program and the definition, integration, and measurement of core competencies for all graduates—to these goals we reaffirm our commitment.

- In the area of ***developmental education***, the College is committing itself to raising the percentage of students completing the English and Mathematics programs by 15% over the next five years, with an improvement of 5% targeted for the initial year. Emphasis on English as a Second Language is integral to this commitment.

- The College is determined to become the focus for all higher education in its service region, including baccalaureate and graduate degrees and courses, and to that end is committed to the concept of the ***University Center*** at Raritan Valley Community College. The College will partner and collaborate with a variety of institutions of higher learning to make the pursuit of higher education more convenient to county residents.

- ***Civic engagement*** is an essential element of the learning process, as well as an obligation of the College to its communities. The Service Learning program was an early initiative which should be extended; a center for civic engagement will be established.

The strategic planning process proceeded in parallel with the development of the College's Facilities Master Plan by SSP Architects. The Master Plan is therefore based on the assumptions and initiatives contained in the Strategic Plan.

## STRATEGIC PLAN INITIATIVES

### Tier 1

- Adopt and implement practices and procedures that will ensure quality in all that we do.
- Use technology to effectively disseminate and improve access to critical information for all stakeholders at the College.
- Develop partnerships, especially in the University Center, with colleges and universities, and private industry, government, and private citizens, which will promote Raritan Valley Community College as a premier learning centered institution and as a valuable member of the bi-county region.
- Catalyze civic engagement and community service opportunities by identifying and supporting students, faculty, staff, administrators, and community members who develop creative and effective approaches to active citizenship.
- Increase student success in Developmental Studies and English as a Second Language education by 15% over a five year period, with a 5% increase occurring during the first year.

### Tier 2

- Ensure a governance system that fosters innovative leadership, allows integrated decision-making, builds consensus and interdepartmental cooperation, and creates a supportive college climate that fosters flexible and skilled employees invested in the success of the College.
- Strengthen and expand Corporate and Continuing Education as a learning-centered provider of training and development which will contribute to a knowledgeable, skilled, and competent workforce.
- Enhance and expand student-centered programs and activities to promote a positive campus culture and increase retention.
- Ensure that the College curriculum provides and reinforces core competencies identified in the general education goals and objectives of RVCC and that our graduates demonstrate proficiency in these areas.

**Tier 3**

- Develop and implement comprehensive recruitment and orientation programs for all new employees and a comprehensive program of professional development and training to assist all employees to meet challenges as the College becomes a larger and more dispersed institution with an increasingly diverse student body and staff.
- Increase the visibility of the College by improving its image and increasing enrollment through the development of a high-quality, comprehensive and coordinated marketing, public relations, and recruitment campaign.
- Expand opportunities for academic enrichment through experiential learning.
- Expand the services that enhance seamless transfer, graduation rates, and professional development for RVCC students.

## Vision Statement

The Vision of Raritan Valley Community College will continue to be a focal point for enriching and broadening the lives of its stakeholders. Raritan Valley Community College is committed to the importance of continuous improvement and is recognized throughout the region, state and country for its academic excellence. By embracing the concept of the Learning College we will continue to empower our students with knowledge, critical thinking skills and the ability to understand the present and change the future. We will prepare our students for participation in an increasingly complex global society. The culture of the institution will support professional development, institutional integrity, and promote leadership. Commitment to our core values will serve as the foundation for our vision.

## Core Values

- Student-centered learning and achievement
- Excellence and innovation in teaching
- Mutual respect, responsibility, and collaboration
- Individual and institutional integrity
- Scholarly work and intellectual growth
- Diversity of people and perspectives
- Accountability to all stakeholders
- Responsiveness to community

## Mission Statement

The Mission of Raritan Valley Community College is to create a community of learners who value intellectual achievement, scholarship, diversity of thought, leadership, and service to the community. Our culture supports an environment that is committed to student success, workforce development, life-long learning, and responsible citizenship. Our quality, open-access and affordable rigorous programs provide a gateway to education for our community.

## PLANNING METHODOLOGY

**Preamble**

The development of Raritan Valley Community College's Strategic Plan began at the conclusion of RVCC's Middle States Association of Colleges and Schools Re-accreditation Review. This fortuitous timing provided the Strategic Planning Committee with a comprehensive view of the College. The strategic planning initiative was brought forth by President Ryan who emphasized the need to incorporate the Middle States recommendations into the Strategic Plan. To ensure that the Strategic Plan becomes a "living" document, the initial plan was written to cover a five year time frame; at the conclusion of the first year, the Strategic Plan will be reviewed and recommendations for a fourth year will be made. The same process will ensue at the end of the second year. This process recognizes the rapid changes that are taking place in our society with respect to demography, technology, and globalization and will allow Raritan Valley Community College to take a proactive role in preparing its students for life in the 21st century. The final scope of the Strategic Plan will cover years 2003 through 2008.

While the Strategic Plan is comprehensive in scope, it is not intended to define every objective of the College over the next five years. The Strategic Plan is intended to highlight the major challenges and opportunities that Raritan Valley Community College faces. It is a document that will help focus and prioritize monetary expenditures on goals that will add value to the College. By providing a blueprint for the College to follow, it will increase the speed and flexibility with which RVCC responds to its environment. The Strategic Plan provides the foundation for the development of the Strategic Initiatives Implementation Plan and corresponding assessment measures. The preliminary implementation plans can be found in the appendices*.

The context in which community colleges operate is rapidly changing. Government leaders are insisting on high-performance schools with documented performance indicators, employers are interested in rapid response time and customized training, and transfer institutions are expecting well-rounded students. To continue as a quality academic institution, Raritan Valley has re-committed itself to being an institution in which the primary focus of the College is on learning and increasing student success. In adopting these principles, RVCC is making a commitment to the philosophy that all members of the College community are active participants in ensuring student success. This requires that all members of the College community understand and accept their roles as learning facilitators and that each individual appreciates and respects the contributions and value of others.

* Appendices can be found in a separate volume.

## Methodology

### Phase I – Preliminary Organizational Planning

This strategic planning process began at the conclusion of the Middle States Association of Colleges and Schools re-accreditation review process in 2002. Both the external evaluation team's report and RVCC's self-study report acknowledged that it was imperative for the College to create an atmosphere that is student-centered and supportive of the teaching-and-learning process. This sparked RVCC's initial interest in becoming a Learning Centered College.

To begin the strategic planning process, President Jerry Ryan presented the College with his vision for the future of RVCC, in broad terms, in a document entitled *Cornerstones*. At the same time, RVCC's Office of Research, Planning, and Development completed an Environmental Scan of the bi-county region and the surrounding area. Both this Environmental Scan and the Middle States Self Study served as the initial data gathering phases of the strategic planning process. (All documents can be found in the appendices*.) Once the President's Cabinet articulated its vision for the future and the Office of Research, Planning, and Development completed its comprehensive analysis of the College's operating environment, the strategic planning process was put into motion.

The formal strategic planning committee commenced work during the fall of 2001. The committee consisted of individuals from all constituencies of the College, including: full-time and adjunct faculty, administrators, staff, and students. A primary goal of the committee was to be inclusive and representative of the College community. A sub-committee of student leaders was formed to ensure that student's concerns were incorporated into the planning process. All materials pertaining to the strategic planning process were maintained in the College's Public Folders and were made available to all employees of the College.

To introduce the concept of the "Learning College" to the College community, the keynote speaker for All College Day, January 2002, was Terry O'Banion, President Emeritus and Senior League Fellow of the League for Innovation in the Community College and a specialist in Learning Centered Practices. His keynote address marked the beginning of the College's commitment to becoming a learning centered institution. Dr. O'Banion met with the Strategic Planning Committee to define further the principles of the Learning College and to address employees' questions and concerns.

### Phase II – Information Gathering and Outreach

To strengthen the strategic planning process and to engage members of the outside community, the Board of Directors, and other RVCC employees in the development of the strategic plan, the Strategic Planning Committee scheduled a series of Friday afternoon colloquia that focused on the state of New Jersey's demographics, workforce development, and education. The following

* Appendices can be found in a separate volume.

three colloquia were held during the 2002 spring semester: (See appendices* for full program descriptions.)

1. New Jersey's Changing Demographics
2. Trends in Education
3. The State of Business and Labor Trends in New Jersey

In addition to gathering information on demographics, workforce development, and education, RVCC also solicited the involvement of over thirty Program Advisory Committees.

**Phase III – Identifying Strategic Initiatives**

While reviewing the Middle States Association's recommendations, the Environmental Scan, the President's Cornerstones Document, Colloquia information, the Advisory Committees' recommendations, and other relevant data, the Strategic Planning Committee agreed upon six critical issues to examine:

1. Curriculum Development
2. Student Success
3. Facilities and Technology
4. Human Resources
5. College Advancement
6. Alignment (organizational structure and interaction).

Subcommittees were formed to study each of the above issues. Each subcommittee produced a document or "White Paper", describing the issue, its importance to the College, and relevant questions. (White Papers can be found in the appendices*.) To include all College employees who were interested in participating in the strategic planning process, the College held an "All College Planning Day" during which the College cancelled afternoon classes and closed all College offices, so that employees could take part in focus groups related to the six critical issues.

The next steps in the planning process were to incorporate feedback from the focus groups into the planning process and identify and clarify strategic initiatives for the College. Strategic planning was the focus of the Cabinet Retreat in May of 2002 and the Board Retreat in June of 2002. Again, to engage the entire College community, a "Future's Day" was planned for July 17, 2002. Over 100 community participants gathered with leaders and staff from the College to talk about RVCC's future. (Listing of participants can be found in the appendices*.) Dr. Mark David Milliron, CEO of the League for Innovation in the Community College, spoke to the participants about the future of community colleges and their role in creating new learning environments. Participants were asked to give their opinions on a number of strategic issues for the College using a new electronic remote voting technology called *Classroom Performance*

* Appendices can be found in a separate volume.

*System*. Responses were instantly tabulated and illustrated to the audience. (See appendices* for a summary of responses.)

Future's Day was a milestone event in which the College came full-circle and embraced the concept of the "Learning College". Dr. Terry O'Banion, President Emeritus for the League of Innovation in the Community College, opened All College Day with his overwhelming support of the Learning College principles and current CEO for the League for Innovation, Dr. Mark Milliron, reaffirmed the importance of creating learning dialogs within the community college environment.

**Phase IV – Evaluation of RVCC's Mission Statement**

In concert with the development of the strategic planning initiatives, a subcommittee of the Strategic Planning Committee reviewed the College's Mission Statement. The College's desire to transform itself into a learning centered institution demanded this re-examination. Some of the questions that needed to be asked were: did the mission emphasize learning, did it include all stakeholders, and was it relevant? After gathering input from various constituencies at the College, two mission statements were proposed by the Strategic Planning Committee. They were reviewed at both the Cabinet Retreat and the Board Retreat. Additionally, the participants in Future's Day voted on which mission statement they preferred: the current mission statement or one of the newly proposed statements. During the month of September 2002, College employees were asked to review and comment on the mission statement proposals. The favored mission statement, along with RVCC's Core Values, was presented to the Forum, the primary governance organization for the College, for further review. During the October, 2002 Board meeting, the Board of Trustees adopted the new Mission Statement.

**Phase V – Synthesizing Strategic Initiatives**

After collecting and synthesizing input from the Strategic Planning Committee, responses from Futures Day, and information from both the Cabinet and Board retreats, five strategic areas were identified as being critical to the future growth of the College. On Tuesday, August 13, 2002, the College held its Summer Strategic Planning Workshop. The following four strategic initiatives were presented:

1. Quality and Excellence
2. Community Partnership
3. Civic Engagement and Service
4. Student Success

A draft of the 2003 – 2008 Strategic Plan was disseminated to the College community during the first week of the fall semester 2002. A final draft of the Strategic Plan was presented to the Board in the month of October, 2002, at which time the Board unanimously voted in favor of the Strategic Plan.

---

* Appendices can be found in a separate volume.

## GROWTH ASSUMPTIONS

Raritan Valley Community College will continue to meets its mission of open access by planning for the growth in the college age population that is expected for Somerset and Hunterdon County. The College will use the following assumptions to adequately prepare itself to meet this growth while insuring that high standards of quality continue to be maintained.

### Assumptions:

In order to properly provide a foundation for the strategic plan, the College must rely on a series of assumptions regarding the growth of the College. In reviewing the data collected during the Middle States self-study and the environmental scan undertaken prior to the initiation of the strategic planning process, certain growth assumptions were made to provide a framework in which to develop our strategic initiatives.

### Budget

- Address population growth in the bi-county region
- Respond to the increasing rate of High School graduates
- Anticipate employment growth opportunities
- Plan for local tax base growth
- Expect continued increase in State support of community colleges
- Budget for tuition increases if necessary (3% to 4% per year)
- Provide for County support increases (3% to 4% per year)
- Budget for Chapter 12 refunding
- Anticipate a stable Senior Staff and Board of Trustees

### Enrollment

- Increasing Credit enrollments (5% per year)
- Increasing Non-Credit enrollments (10% per year)
- Developing and Expanding New Programs (15% over five years)
    - Math, Science, Engineering, Health Sciences, and Teacher Education
- Increasing Flexible Delivery Methodologies
    - Distance Education
    - Weekend College
    - Intersession Offerings
- Increasing Retention Rates (2% per year)
    - Developmental success rate improvements (15% increase over 5 years with 5% occurring during the first year)
    - Matriculated Students High school graduates increase (5% per year)
    - University Center will grow to 500 students by end of the planning cycle

**Employees**

- Employee and faculty benefits will remain at 70% of operating expenses
- Stable Executive Staff and Board of Trustees
- New programs may require specialized faculty
- Full-time to adjunct ratio will remain at 2:1, as long as resources permit

**Facilities**

- Current facility is at full utilization at approximately 7000 headcount
- New programs require facilities: Non-credit, Criminal Justice, and University Center
- Replace obsolete Arts building – New Arts Building
- Old Arts Building will continue as multi-use facility until the next strategic plan
- Implement the College's Facilities Master Plan

# STRATEGIC INITIATIVES

## Quality and Excellence

## Community Partnerships

## Civic Engagement and Service

## Student Success

## QUALITY AND EXCELLENCE

Raritan Valley Community College has built a reputation for quality programming and overall excellence in innovation. This reputation has been cultivated over many years and is acknowledged by the community and the College's peer institutions. However, RVCC faces the challenge of not only sustaining that level of quality and excellence but also developing ways to continually improve its overall performance and to measure that performance to insure that quality and excellence are sustainable as well as measurable.

RVCC has initiated its process of continual assessment and improvement by adopting the Baldrige methodology to examine key academic and administrative processes and procedures. Additionally, RVCC has begun the implementation of a comprehensive program of outcomes assessment to determine the success of student learning.

To insure that these initiatives are continuous and measurable, RVCC has constructed a number of success indicators to use as on-going measures of quality assurance. In addition to self examination, RVCC will compare these measures of success with other institutions. These continuous comparisons will allow the College to maintain its high quality image as a premier academic institution.

In addition to process and measurement, RVCC will provide adequate resources to insure that human resource development will receive top priority over the next five years. Quality programs can only be sustained through the efforts of quality faculty, staff, and administrators. RVCC will redouble its efforts to recruit quality employees, provide an effective professional development program and create and sustain a healthy working environment with student success as its foundation. Additionally, Raritan Valley Community College will strive to have a workforce that reflects the diversity of its student population.

A key component in achieving quality is RVCC's commitment to innovation. Innovation in teaching pedagogy, delivery of support services, and technology will ensure that we remain a quality institution. Computer based training is one example of technological innovations. RVCC will also manifest its commitment to quality and excellence in the appearance of its buildings and grounds. The College campus will be an attractive, efficient, and safe environment that promotes learning.

**Goal 1:** Adopt and implement practices and procedures that will ensure quality in all that we do.

**Goal 2:** Use technology to effectively disseminate and improve access to critical information for all stakeholders at the College.

**Goal 3:** Ensure a governance system that fosters innovative leadership, allows integrated decision-making, builds consensus and interdepartmental cooperation, and creates a supportive college climate that fosters flexible and skilled employees invested in the success of the College.

**Goal 4 -** Develop and implement comprehensive recruitment and orientation programs for all new employees and a comprehensive program of professional development and training to assist all employees to meet challenges as the College becomes a larger and more dispersed institution with an increasingly diverse student body and staff.

## COMMUNITY PARTNERSHIPS

Raritan Valley Community College is dedicated to building community and enhancing the lives of its citizens. The changing socio-cultural and business environments of the state of New Jersey are detailed in The Environmental Scan. (See appendices*) As the community we serve changes, so must our program offerings, our methods of collecting marketing research, and disseminating information.

Changing demographics, changing employment opportunities, and advancements in technology will drive the need for further community outreach. As the population in our bi-county region continues to change and the needs of the community expand, RVCC will be at the forefront of providing educational and community services to all of our constituents. Currently, Raritan Valley Community College has partnered with a number of New Jersey's quality institutions to offer courses leading to advanced degrees. This partnership is known as the University Center. In addition to providing the community with educational programs, it is also important to enhance the cultural environment of the community. This will foster an appreciation for cultural diversity and provide greater exposure to the ever increasing global community in which we live.

**Goal 5:** Develop partnerships, especially in the University Center, with colleges and universities, and private industry, government, and private citizens, which will promote Raritan Valley Community College as a premier learning centered institution and as a valuable member of the bi-county region.

**Goal 6:** Increase the visibility of the College by improving its image and increasing enrollment through the development of a high-quality, comprehensive and coordinated marketing, public relations, and recruitment campaign.

**Goal 7:** Strengthen and expand Corporate and Continuing Education as a learning-centered provider of training and development which will contribute to a knowledgeable, skilled, and competent workforce.

* Appendices can be found in a separate volume.

## CIVIC ENGAGEMENT AND SERVICE

Raritan Valley Community College strives to make active citizenship one of its hallmark characteristics. Our learning programs offer our students the opportunity to participate in civic engagement and develop a bond with their communities. RVCC will continue to adapt its instructional pedagogy to insure that all students learn not only the skills needed to engage in a fulfilling career, but also to have the desire to improve their communities and be active participants in the democratic process.

RVCC builds communities by crossing the boundaries between credit and non-credit programs and between academic and cultural instruction. As a community-based institution, RVCC offers degree and certificate programs that fulfill the community's need for public servants. A sampling of such academic programs includes: nursing, criminal justice, paralegal studies, and early childhood education. The Corporate and Continuing Education division of the College provides comprehensive, quality, and innovative education programs, including training and other professional services that encourage and support workforce development and life-long learning. This has a positive impact on the economic development of our region.

The Service Learning Program at RVCC offers students the opportunity to work at community agencies as part of their academic course work, providing an important addition to their overall college education. Service Learning benefits both the student and the agency and encourages lifelong community involvement. Additionally, experiential learning provides greater understanding of academic theory, enhances scholastic persistence, and gives form to vocational options.

Another way that RVCC is building communities is through its cultural programs. Two programs, The Institute of Holocaust and Genocide Studies Center and The Paul Robeson Institute of Ethics, Leadership, and Social Justice, promote tolerance, understanding, compassion, and personal responsibility. Other cultural centers that promote community involvement are the Planetarium and the Edward Nash and Welpe Theatres.

**Goal 8:** Catalyze civic engagement and community service opportunities by identifying and supporting students, faculty, staff, administrators, and community members who develop creative and effective approaches to active citizenship.

**Goal 9:** Enhance and expand student-centered programs and activities to promote a positive campus culture and increase retention.

**Goal 10:** Expand opportunities for academic enrichment through experiential learning.

## STUDENT SUCCESS

Raritan Valley Community College is committed to keeping its doors open to students from different educational and experiential backgrounds and strives to identify and enhance all programs and activities that have an impact on the success of each student. Success among the community college student population is a complex issue since students enroll to meet various educational, professional, and personal objectives. For some, success means graduating and/or transferring to a four-year institution. For many, it means continuing professional development to make themselves competitive in today's workforce. For others, RVCC provides a sense of community offering a broad range of services that address the needs of the whole student, such as: athletics and other student activities, community service, and scholarship.

RVCC addresses the full educational and occupational lifecycle of its students. To ensure that every student who attends RVCC has an opportunity to succeed, the College has provided a network of services that increase the likelihood of success. The College's commitment to becoming a learning centered institution is at the core of student success. RVCC has committed to an Academic Support Center which will reinforce the College's commitment to developmental education. The Academic Support Center is a system of courses, instruction, and service delivery specifically targeted for the underprepared student. For the academically talented students, Raritan Valley Community College has a vibrant Honors program; and for the lifelong learner, the Corporate and Continuing Education Division provides a spectrum of non-credit courses and certificates. The College will endeavor to make significant increases in the number of its graduates and successful transfers.

Raritan Valley Community College strives to provide its students with a comprehensive educational experience. The identification of educational core competencies will advance our commitment to student success. Beyond educating our students with specific program knowledge, it is our responsibility tc develop students with the ability to think critically, effectively communicate, use quantitative reasoning, or any other high-level skills considered core to student success both in college and in employment, and to assist them in becoming responsible citizens.

To ensure student access to a high quality education, RVCC has enhanced its program offerings. Owing to the rapidly changing and expanding possibilities in technology, curriculum delivery is becoming more varied. Raritan Valley Community College offers accelerated, hybrid, and online courses to meet this growing demand. To enhance the College's educational offerings, RVCC has developed satellite sites to meet the needs of its growing population. The main purpose of these satellite sites is to offer credit and non-credit courses at remote locations, thus increasing access to higher education to thousands of residents of the bi-county region.

**Goal 11:** Increase student success in Developmental Studies and English as a Second Language education by 15% over a five year period, with a 5% increase occurring during the first year.

**Goal 12:** Expand the services that enhance seamless transfer, graduation rates, and professional development for RVCC students.

**Goal 13:** Ensure that the College curriculum provides and reinforces core competencies identified in the general education goals and objectives of RVCC and that our graduates demonstrate proficiency in these areas.

# Appendices

# Environmental Scan

# TABLE OF CONTENTS

Population Trends ..... 1

Age ..... 2

Diversity ..... 3

Educational Attainment Of Hunterdon And Somerset County Residents ..... 6

Enrollment Trends And Projections ..... 8

Competitors: Where Else Do Students Go To College ..... 11

Employment And Income ..... 13

Employment And The Labor Force ..... 14

Local And State Support ..... 20

**Environmental Scan**

***I skate to where the puck will be. Gretsky***

**Population Trends**

Somerset and Hunterdon Counties led the state in population growth between 1990 and 2000, with Somerset increasing by 24% and Hunterdon (third in the state) by 13%. To provide perspective, the entire State of New Jersey grew by just 9%. This is just the reverse trend from the period 1980 through 1990 when Hunterdon's population grew by 24% and Somerset's (third in the state) by 18%. For the twenty year period from 1980 through 2000, these two Central New Jersey counties have seen corresponding growth in business and industrial development, housing, schools, retail establishments, and transportation corridors to facilitate traffic to an expanding metropolitan area.

**Total Population, Hunterdon & Somerset Counties: 1980, 1990 and 2000**

| | Total Population | | | Population Change | | | |
|---|---|---|---|---|---|---|---|
| | Census 1980 | Census 1990 | Census 2000 | 1980-1990 Number | 1980-1990 Percent | 1990-2000 Number | 1990-2000 Percent |
| STATE TOTAL | 7,365,011 | 7,730,188 | 8,414,350 | 365,177 | 5.0% | 684,162 | 8.9% |
| Hunterdon County | 87,361 | 107,776 | 121,989 | 20,415 | 23.4% | 14,213 | 13.2% |
| Somerset County | 203,129 | 240,279 | 297,490 | 37,150 | 18.3% | 57,211 | 23.8% |
| **Somerset & Hunterdon Total** | **290,490** | **348,055** | **419,479** | **57,565** | **19.8%** | **71,424** | **20.5%** |

This growth has been somewhat uneven throughout the bi-county area; some smaller towns and boroughs have remained much like they were 50 years ago or more. Places like Frenchtown, Lambertville, and Milford in Hunterdon County, and Millstone in Somerset have retained the charm and character of an earlier age, and all have decreased in population during the last twenty plus years.

The most populated areas in Somerset County, although still growing, remain the largest. Franklin Township, Bridgewater, and Hillsborough contain close to one-half of the population of the county. While they are the most populated, the fastest growing were Montgomery, which increased 82% since 1990, followed by Bernards (43%), and Branchburg (34%).

Raritan Township is the largest in Hunterdon with close to 20,000 residents, followed by Readington and Clinton Township. Since 1990, the fastest growing areas in Hunterdon are Alexandria, which grew by 31%, Raritan Township (27%), and Readington (18%).

The New Jersey Department of Labor develops projections for employment and population out through 2015, which is displayed below. As can be seen, both counties are projected to increase, but at a more modest pace.

**Projections to Total Population by County**
**New Jersey: 1998 to 2015**

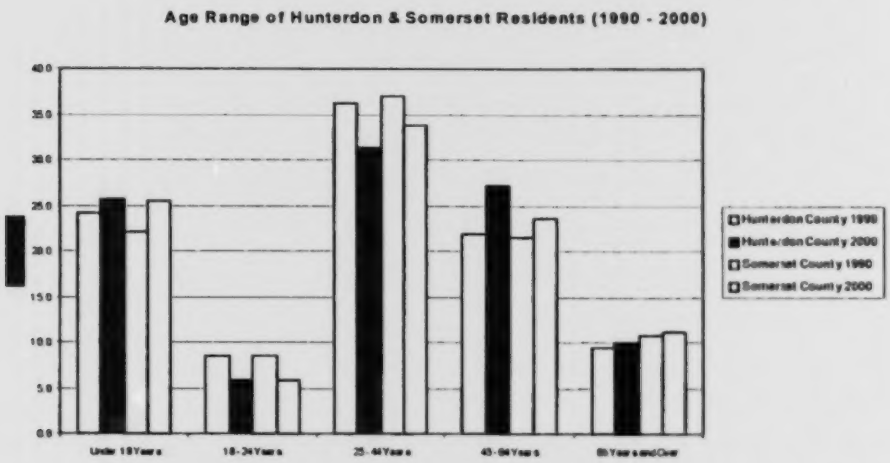
| | Census on | Estimates as of | Projections to July 1, | | | |
|---|---|---|---|---|---|---|
| County | April 1, 1990 | July 1, 1998 | 2005 | 2008 | 2010 | 2015 |
| **Hunterdon** | 107,802 | 125,900 | 134,300 | 137,500 | 139,900 | 148,200 |
| **Somerset** | 240,245 | 291,300 | 326,800 | 340,400 | 348,600 | 377,100 |

Note: The estimates and projections were adjusted to be consistent with the state's Census 2000 population count of 8,414,350, released on 12/28/00.

**Age**

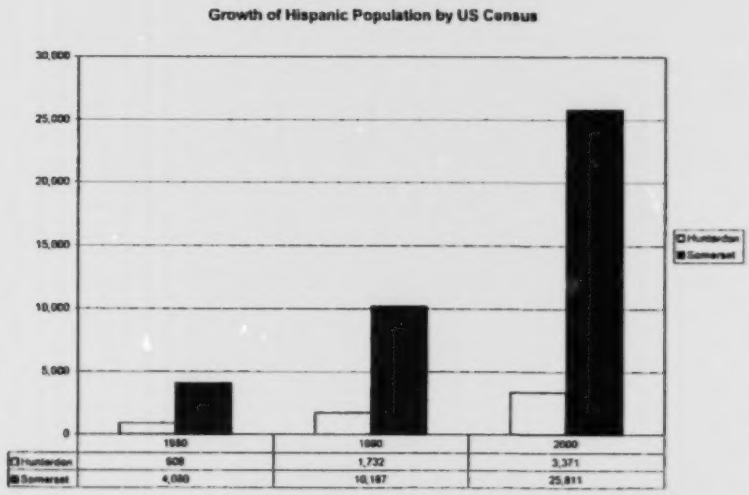
The Central New Jersey population has witnessed trends in aging similar to the rest of the country, notably, the largest segment of the population, the baby boomers, born between 1946 and 1963, are now between 36 and 54 years old. People ages 20 –34 have declined since 1990, while the baby boomlet, infants through 19 years old have been increasing, which has driven up the number of schools being built in Somerset and Hunterdon Counties. Below is a graphical

display of the change in the ages of residents of Hunterdon and Somerset Counties during the last ten years.




**Diversity**

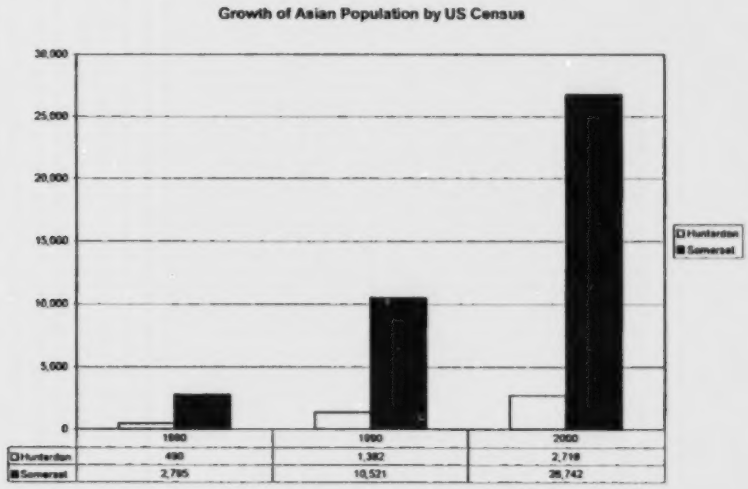
One of the most significant changes over the last twenty years is the increasing number of immigrants moving to Somerset and Hunterdon Counties, particularly people of Hispanic and Asian descent as can be seen in the tables below.





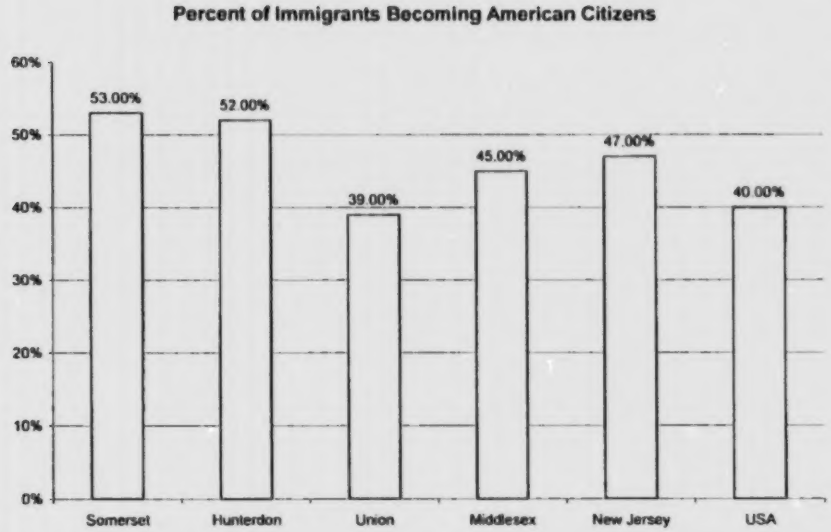

BEST COPY AVAILABLE

To put this into perspective, the Asian population grew by 154% in Somerset County (2nd behind Atlantic County) and 96% in Hunterdon County. Similar gains were made by the Hispanic (or Latino) population, 153% increase in Somerset County (highest in New Jersey) and 95% increase in Hunterdon County (3rd in the State).




The Census Bureau utilizes "Metropolitan Statistical Areas" to measure population growth, and ranked the Central New Jersey area, which consists of Middlesex, Somerset and Hunterdon Counties, 25th in the growth of new immigrants into the United States. Immigrants from India, China, Dominican Republic, Peru, Philippines, and Pakistan are the principal countries of origin for these new immigrants to Central New Jersey according to the Immigration and Naturalization Services.

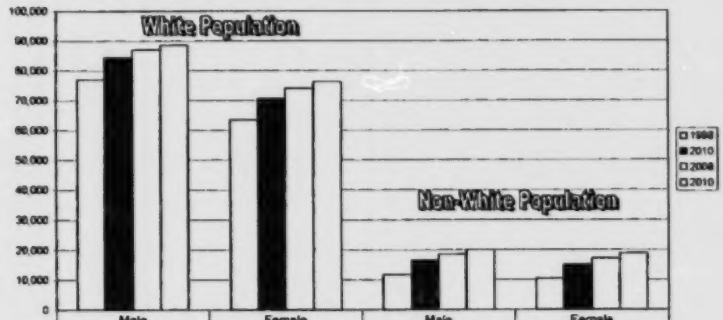
A major difference between immigrants migrating to Central New Jersey versus other parts of the state and nation is that more immigrants in this area become American citizens.




New Jersey has consistently ranked fifth, behind California, Florida, New York and Texas in immigration, which has significant implications for the future of the State, the counties, and the boroughs and townships in the bi-county area. But this increase in diversity is not evenly spread throughout the two county area; while the number of Asian immigrants is somewhat more even, Bridgewater experienced 190% increase in Asians migrating to Central New Jersey, Franklin 125%, and Hillsborough witnessed a growth of 120%. The Hispanic population grew fastest in Bridgewater (149%), Franklin Township (115%), and Hillsborough (126%). Smaller but significant gains were made in Bound Brook, North Plainfield, and Somerville, as indicated in the New Jersey Report Card which provides data on the growing number of students in the school whose primary language spoken at home is not English. In fact, the percent of students whose primary language is Spanish has increased to 46% in Bound Brook, 28% in North Plainfield, and 14% in Somerville.

The percent in growth of the White and African American population has not been as dramatic as that of Hispanics and Asians, however both populations continue to increase: the African American population grew by 61% between 1990 and 2000 in Somerset and by 38% in Hunterdon. The white population increased by 11% in Hunterdon County and by 13% in Somerset. In essence, the population and workforce of Somerset County as projected by the New Jersey Department of Labor, will begin to look different over the course of the next ten years as can be seen in the chart below:

**Projections for Increase in Non-White Workforce in Somerset County (1998-2010)**




| | Male | Female | Male | Female |
|---|---|---|---|---|
| 1998 | 77,100 | 63,500 | 11,700 | 10,400 |
| 2010 | 84,500 | 70,700 | 16,500 | 15,100 |
| 2008 | 87,100 | 74,100 | 18,500 | 17,200 |
| 2010 | 88,600 | 76,300 | 20,000 | 18,800 |

Projections for Hunterdon are not yet available.

**Educational Attainment of Hunterdon and Somerset County Residents**

Census 2000 will contain more data than has ever been collected in the history of the Census Bureau, but this analysis is still on-going, and will be disseminated through 2002. The Bureau has recently published statistics on educational attainment and "Central Jerseyans are generally better educated than the rest of the state and the nation" according to a lead article in the Courier News on November 27, 2001. Dean of Rutgers University's Edward J. Bloustein



BEST COPY AVAILABLE

School of Planning and Public Policy, James Hughes, stated, "if Somerset County were a state, it would be the most educated state in America."

Some of the more notable findings include the following:

- 92% of people in Somerset County over the age of 25 have at least a high school diploma, compared to 84% nationwide.
- 44% in that age group have at least a bachelor's degree compared to 31% nationwide.
- Women in the Middlesex, Somerset, and Hunterdon are more likely than males to have a high school diploma.
- Women in the Middlesex, Somerset, and Hunterdon are more likely than men to have a bachelor's degree; men are more likely to have an advanced or professional degree.

However, there are pockets of poverty and severe education underachievement in the area, one of these being the Borough of Bound Brook, which was devastated by the flood of 1999 following Hurricane Floyd. Much of the small business establishments were never able to recover; hence there was an exodus of the business infrastructure from the borough. Since that time, the community has undergone significant change, among them:

- New immigrants, most from Central and South America and some Caribbean islands, have migrated to Bound Brook, changing the face of the town and the schools.
- Fifty one students enrolled in ESL courses at the College (over 10% of all ESL students) resided in Bound Brook
- The New Jersey Report Card found that in 2000, 46% of the students indicated that the primary language spoken at home was Spanish.
- In 2000, there was a 34-point drop on the verbal score of students taking the SAT at Bound Brook High School.
- The scores on the HSPT are lower than the state average for both the verbal and math components.
- It is one of the few high schools in the bi-county area that is experiencing an enrollment decline; as noted earlier, the under 18 population is growing significantly in New Jersey and throughout the United States.

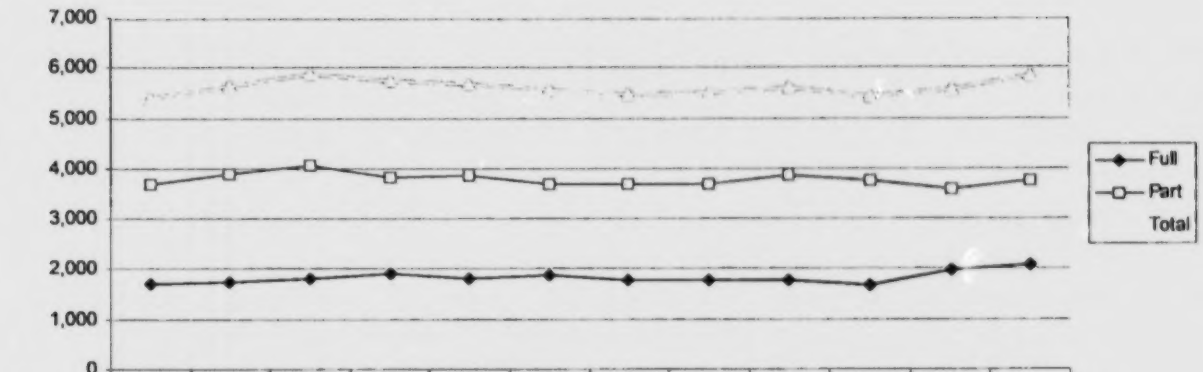
- It is also presumed that Census 2000 may have missed significant segments of the changing population of Bound Brook due to multiple families living under one roof.

Further study and discussion are needed on some of the above-mentioned phenomena and the implications they have for the college's strategic planning.

**Enrollment Trends and Projections**

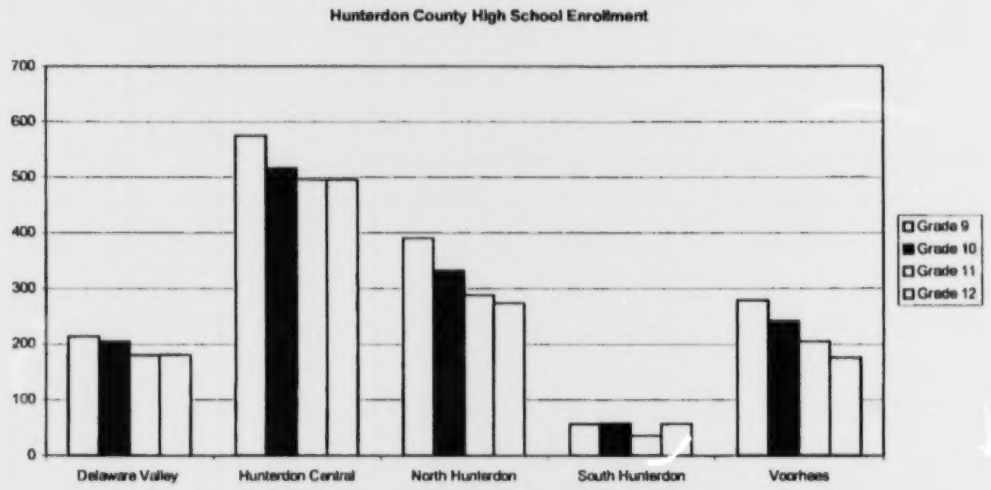
Between 1972 and 1980, the first full decade of the college, the credit student population at Raritan Valley Community College increased from 1752 students to 4509 students, a change of 157% percent. A period of enrollment decline was anticipated in the eighties; instead, the number of recent high school graduates, as well as the number of adult part-time students, continued to increase throughout the eighties to 5388 credit students by the fall of 1990. This increase in enrollment, approximately 19.5%, paralleled the growth of the two county area, which was slightly under 20%. However, the tremendous population growth in Somerset and Hunterdon Counties during the 1990 – 2000 year span, which was more than 20% for the combined counties, far exceeded the growth in enrollment, which only increased by 3% during that same timeframe. Since 1990, credit enrollment at the college has fluctuated slightly as can be seen in the chart below.

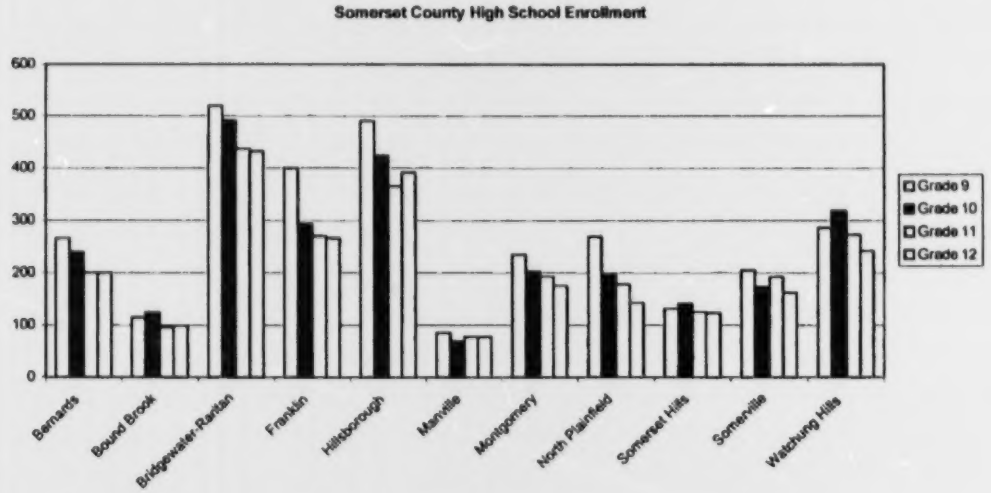
**Full-Time, Part-Time & Total Enrollment**
**Fall, 1990-2001**




| | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Full | 1,708 | 1,758 | 1,812 | 1,910 | 1,813 | 1,864 | 1,769 | 1,789 | 1,768 | 1,677 | 1,974 | 2075 |
| Part | 3,680 | 3,880 | 4,070 | 3,830 | 3,851 | 3,691 | 3,701 | 3,698 | 3,844 | 3,762 | 3,581 | 3755 |
| Total | 5,388 | 5,638 | 5,882 | 5,740 | 5,664 | 5,555 | 5,470 | 5,487 | 5,612 | 5,439 | 5,555 | 5830 |

In the fall of 2000 and 2001, the college has witnessed the largest full-time enrollment in its history as displayed in the chart above. The surge in full time enrollment, usually comprised of traditionally aged college students (18-22) is most likely the result of the growth in population of the baby boomlet population, since one of the factors driving these phenomena is the increasing number of high school graduates in Somerset and Hunterdon Counties as displayed in the charts below from the 1999-2000 academic year enrollment.




As can be seen, each successive lower grade level exceeds the class ahead in enrollment with few exceptions. This enrollment growth continues down to the kindergarten level, where over one-half of the districts' kindergartens exceed the enrollment in the high schools. Implications of this will affect future school district infrastructure, taxes, transportation, and the potential

critical teaching shortage projected as teachers of the baby boom generation begin to retire during the next 5-15 years.

**Competitors: Where Else do Students Go To College**

Trends over the last several years indicate that approximately 14% -18% of high school graduates of Somerset and Hunterdon County High Schools begin their college education at RVCC. Although access to where each high school graduate goes to college is not readily available, the College does track, where possible, where RVCC students transfer. Rutgers University and the state colleges in New Jersey seem to be the colleges of choice for many students who graduate and/or transfer from RVCC. A significant number of students also go to Rider and Fairleigh Dickenson. Recent research by the College found that students are also leaving RVCC and going to proprietary training schools such as DeVry and Chubb Institute in North Brunswick. These institutes provide education and training in business applications and information technology and are recognized for helping to place students in jobs upon graduation. DeVry is fully accredited by the North Central Association and has associate degree programs in computer information systems and business administration, and telecommunications, as well as some baccalaureate programs. A smaller number of students leave New Jersey and attend colleges in neighboring states, New York, Pennsylvania, Delaware and Maryland. Additional research needs to be conducted in collaboration with the high school districts to observe where else students attend college and how RVCC students perform after they leave the College. Recent research has found that for RVCC students attending Rutgers and the state colleges that RVCC student's grade point average in the senior year compares favorably (2.7 –3.0) with native seniors.

A recent initiative to institute the same tuition to residents of other counties has resulted in a sharp increase in the admission of students from Middlesex and Union Counties. In fact, enrollment from these two counties has tripled in the last three years and has doubled from Morris and Warren Counties.

**Employment and Income**

A key phenomenon of this growth is the "maturing baby boom generation" according to James W. Hughes and Joseph J. Seneca of the Edward J. Bloustein School of Planning and Public Policy at Rutgers University. The Central New Jersey counties had two key prerequisites to develop a highly competitive service economy,

*First, a highly educated, highly-skilled labor force normally found in metropolitan areas, and secondly, the office inventory as a result of the development wave of the 1980's when 80 percent of all office space ever built was erected, with the majority constructed in what Hughes and Seneca refer to as "The Wealth Belt of Central New Jersey."*

Somerset and Hunterdon Counties have consistently ranked in the top two or three of the wealthiest counties in the state, whether the means of measurement is per capita, personal income, or median family income, according the Bureau of Economic Analysis. Both counties are also ranked in the top income producing counties in the country. Claritas Inc., a marketing research firm conducts various types of demographic profiles and trends on the economy. One of their recent studies ranked the wealthiest counties in the United States and found both counties near the top, and projected to continue as displayed below.

| **Top 10 Wealthiest Counties(a) in the US in 1999** | **Predicted 10 Wealthiest Counties in 2004** |
|---|---|
| 1. Fairfax County, VA | 1. Somerset County, NJ |
| 2. Somerset County, NJ | 2. Fairfax County, VA |
| 3. Morris County, NJ | 3. Fairfield County, CT |
| 4. Hunterdon County, NJ | 4. Morris County, NJ |
| 5. Fairfield County, CT | 5. Hunterdon County, NJ |
| 6. Douglas County, CO | 6. Douglas County, CO |
| 7. Montgomery County, MD | 7. Lake County, IL |
| 8. Lake County, IL | 8. Chester County, PA |
| 9. Santa Clara County, CA | 9. Santa Clara County, CA |
| 10. Chester County, PA | 10. Montgomery County, MD |

(C) 1999, Claritas Inc., Arlington, VA
Source: Claritas 1999/2004 UPDATE Demographics (a) Counties with population of 100,000+. Results based on median income.

BEST COPY AVAILABLE

The Hughes and Seneca study entitled "The Emerging Wealth Belt: New Jersey's New Millennium Geography," tracked the changes over a thirty year period from the late sixties to the late nineties, and note how the per capita income, which used to be highest for those counties bordering New York City, now rank behind the counties in the Wealth Belt, comprised of Hunterdon, Mercer, Middlesex, Monmouth, Morris and Somerset Counties.

**Employment and the Labor Force**

As noted in the section on educational attainment, Somerset and Hunterdon Counties are two of the most highly educated counties in America, and business and industry in the area rely on the knowledge, skills, and expertise of the talented labor force. The unemployment figures of the area have been lower than average, ranging in the last half year from 3% to slightly over 3.5%, compared to the rest of the United States at 4.4% to 5.4%. According to the New Jersey Department of Labor, projections call for continued employment growth; 17% increase for all occupations in Somerset County from 1998-2008, and over 13% for Hunterdon County for the same period. However, the national and perhaps the state economy is technically in a recession; massive layoff have occurred at both AT&T and Lucent, major employers in Somerset County. It is still unknown how critical the downturn in the economy will be to the pharmaceutical industry, the other major employment sector. An interesting phenomenon for both counties though, is that a high percentage of new employment opportunities, by education and training requirements, will require at least an associate's degree as can be seen in the tables below.

**Estimated and Projected Employment**
**By Education and Training Requirements, 1998-2008**
**Somerset County**

| | 1998 | | 2008 | | Change: 1998-2008 | | Annual Average Job Openings | | |
|---|---|---|---|---|---|---|---|---|---|
| Occupational Category | Number | Percent | Number | Percent | Number | Percent | Total | Growth | Replacements |
| **TOTAL, ALL OCCUPATIONS** | **182,700** | **100.0** | **214,250** | **100.0** | **31,550** | **17.3** | **7,680** | **3,550** | **4,130** |
| **Total High Requirements** | **57,100** | **31.3** | **70,100** | **32.7** | **12,950** | **22.7** | **2,500** | **1,430** | **1,070** |
| First Professional degree | 1,950 | 1.1 | 2,250 | 1.1 | 300 | 15.7 | 60 | 30 | 30 |
| Doctor's degree | 700 | 0.4 | 950 | 0.4 | 200 | 29.5 | 40 | 20 | 20 |
| Master's degree | 1,950 | 1.1 | 1,400 | 0.7 | -550 | -27.2 | 70 | 20 | 50 |
| Work experience plus degree | 15,750 | 8.6 | 18,050 | 8.5 | 2,300 | 14.6 | 520 | 250 | 270 |
| Bachelor's degree | 30,100 | 16.5 | 38,250 | 17.9 | 8,150 | 27.0 | 1,450 | 860 | 600 |
| Associate degree | 6,600 | 3.6 | 9,150 | 4.3 | 2,550 | **38.5** | 360 | 260 | 110 |
| **Total Moderate Requirements** | **34,250** | **18.7** | **39,600** | **18.5** | **5,350** | **15.6** | **1,280** | **560** | **720** |

The Department is even projecting that the actual number of job openings for people with an associate's degree will be greater than for all other degrees obtained except the bachelor's for both Hunterdon and Somerset.

**Estimated and Projected Employment**
**By Education and Training Requirements, 1998-2008**
**Hunterdon County**

| | 1998 | | 2008 | | Change: 1998-2008 | | Annual Average Job Openings | | |
|---|---|---|---|---|---|---|---|---|---|
| Occupational Category | Number | Percent | Number | Percent | Number | Percent | Total | Growth | Replacements |
| **TOTAL, ALL OCCUPATIONS** | **49,350** | **100.0** | **55,900** | **100.0** | **6,550** | **13.3** | **1,940** | **790** | **1,150** |
| **Total High Requirements** | **13,850** | **28.1** | **17,000** | **30.4** | **3,150** | **22.7** | **590** | **330** | **270** |
| First Professional degree | 700 | 1.4 | 800 | 1.4 | 100 | 18.1 | 20 | 10 | 10 |
| Doctor's degree | 100 | 0.3 | 150 | 0.3 | 0 | 11.5 | 0 | 0 | 0 |
| Master's degree | 700 | 1.4 | 800 | 1.4 | 100 | 16.5 | 30 | 10 | 20 |
| Work experience plus degree | 2,150 | 4.3 | 2,550 | 4.5 | 400 | 18.6 | 80 | 40 | 40 |
| Bachelor's degree | 7,900 | 16.0 | 9,850 | 17.6 | 1,950 | 24.5 | 360 | 200 | 160 |
| Associate degree | 2,300 | 4.7 | 2,850 | 5.2 | 550 | **23.9** | 100 | 60 | 40 |
| **Total Moderate Requirements** | **10,650** | **21.6** | **11,600** | **20.8** | **950** | **9.0** | **360** | **130** | **230** |

This phenomenon may at first sound surprising, but a recent article in the November 27, 2001 Chronicle of Higher Education stated:

> *When a company is going to locate their plant, they look for a highly trained work force at the technician level. They will bring in people for the senior-level positions, but they don't want to bring in the entry- or mid-level worker. They have to know that they will have a work force in that region that will sustain whatever employment needs they have. That becomes the key to why community colleges are so important. They provide that mid-level, technician-level worker.*

Although Central New Jersey has a heavy concentration of communications and pharmaceutical giants, a variety of employment opportunities are projected for the future due to the continued growth of the economy in the area and replacements due to the aging of the workforce. The proportion of workers 45 years of age and older will be increasing from 33% to 40% of the workforce in Central New Jersey while the 25-44 age group will be declining from 51% to 44%. Job opportunities will continue to be more plentiful in Somerset County than in Hunterdon. The appendix contains tables that project employment growth through 2008 for both counties by occupations with the largest employment, those with the greatest percentage growth, the greatest employment growth, and the most average annual job openings. It is also quite possible that there will continue to be employment relocation due to the events of September 11. The Courier News reported in November that although the greatest relocation of business and industry from the WTC was to Jersey City, Morris County and Somerset County both had ample office inventory that have been rented by a growing number of firms moving out of New York City.

The Department of Labor categorizes occupational projections in many ways as described above and as displayed in the appendix. The following two tables provide a glimpse of job growth in occupational areas that have corresponding educational offerings at RVCC. The projections are separate for both counties and it is presumed that some occupations will require education beyond the associate's degree.

**Hunterdon County**

**Occupational Projections for Hunterdon County for 1998-2008 for Titles Related to RVCC Academic Programs Ranked According to Total Average Annual Job Openings**

| | 1998 | | 2008 | | Change: 1998-2008 | | Annual Average Job Openings | | |
|---|---|---|---|---|---|---|---|---|---|
| Occupation | Number | Percent | Number | Percent | Number | Percent | Total | Growth | Replacements |
| Teachers, Secondary School | 950 | 2.0 | 1,150 | 2.0 | 150 | 16.9 | 50 | 20 | 30 |
| Office Clerks, General | 950 | 1.9 | 1,050 | 1.8 | 100 | 10.7 | 40 | 10 | 30 |
| Registered Nurses | 1,000 | 2.0 | 1,250 | 2.2 | 250 | 24.0 | 40 | 20 | 20 |
| Chemical Equip Controllers/Opers | 700 | 1.4 | 800 | 1.5 | 100 | 16.2 | 30 | 10 | 20 |
| Engineers, NEC | 450 | 0.9 | 650 | 1.2 | 200 | 49.2 | 30 | 20 | 10 |
| Marketing/Sales Supervisors | 950 | 1.9 | 1,150 | 2.0 | 200 | 18.9 | 30 | 20 | 10 |
| Systems Analysts | 400 | 0.8 | 700 | 1.2 | 300 | 82.4 | 30 | 30 | 0 |
| Correctional Officers | 550 | 1.1 | 550 | 1.0 | 50 | 6.5 | 20 | 0 | 20 |
| Designers, Ex Interior | 300 | 0.7 | 450 | 0.8 | 100 | 34.7 | 20 | 10 | 10 |
| Electrical & Electronics Engis | 250 | 0.5 | 350 | 0.6 | 100 | 46.9 | 20 | 10 | 10 |
| Engr/Nat Sci/Comp/Info Sys Mgrs | 250 | 0.5 | 350 | 0.7 | 100 | 47.8 | 20 | 10 | 0 |
| General Managers & Top Execs | 650 | 1.4 | 750 | 1.4 | 100 | 13.6 | 20 | 10 | 10 |
| Health Professionls/Parapro, NEC | 300 | 0.6 | 350 | 0.7 | 100 | 28.9 | 20 | 10 | 10 |
| Laborers, Landscpng/Groundskpng | 350 | 0.8 | 450 | 0.8 | 100 | 20.7 | 20 | 10 | 10 |
| Management Support Workers, NEC | 300 | 0.6 | 450 | 0.8 | 100 | 41.2 | 20 | 10 | 10 |
| Managers & Administrators, NEC | 550 | 1.2 | 650 | 1.2 | 100 | 49.9 | 20 | 10 | 10 |
| Nursing Aides/Orderlies/Attends | 1,000 | 2.0 | 1,050 | 1.9 | 50 | 4.8 | 20 | 10 | 10 |
| Office/Admin Support Supvrs/Mgrs | 550 | 1.2 | 650 | 1.2 | 50 | 12.2 | 20 | 10 | 10 |
| Reception & Information Clerks | 450 | 0.9 | 550 | 1.0 | 100 | 26.8 | 20 | 10 | 10 |
| Secretaries, Ex Legal or Medical | 1,200 | 2.4 | 1,150 | 2.1 | 0 | -1.6 | 20 | 0 | 20 |
| Teachers, Elementary School | 600 | 1.2 | 650 | 1.1 | 50 | 6.4 | 20 | 0 | 10 |
| Bookkpng/Accntng/Auditng Clerks | 750 | 1.5 | 700 | 1.3 | -50 | -6.0 | 10 | 0 | 10 |
| Chemists | 300 | 0.6 | 350 | 0.6 | 50 | 21.8 | 10 | 10 | 10 |
| Child Care Workers | 350 | 0.7 | 450 | 0.8 | 100 | 27.7 | 10 | 10 | 0 |
| Computer Engineers | 350 | 0.7 | 450 | 0.8 | 100 | 23.3 | 10 | 10 | 0 |
| Computer Support Specialists | 250 | 0.5 | 350 | 0.6 | 100 | 52.9 | 10 | 10 | 0 |
| Heat/AC/Refrig Mechns/Instllrs | 300 | 0.6 | 350 | 0.6 | 50 | 18.7 | 10 | 10 | 10 |

Certain labor classifications may show a 1996-2006 decline in the actual number change of jobs, but they are included because they show a positive figure for average annual job openings as a result of retirements, separations, and other forms of attrition.

All figures here as reported by New Jersey Department of Labor. As noted by Labor, "Average Annual New Jobs will not (always) equal annualized Employment Change since for declining occupations, new jobs are tabulated as zero since no net job growth is projected, while the employment change is based solely on the difference between 1996 and 2006 employmnet totals... Totals may not add across due to rounding. Employment is rounded to nearest fifty. Job openings are rounded to the nearest ten. Percent changes are based on unrounded data.

Related to a current RVCC offering, e.g., Early Childhood Education A.A.S., Accounting A.A.S., or Computer Science A.S., but requires or may require further education (e.g., four-year degree) or full employment.

BEST COPY AVAILABLE

**Somerset County**

**Occupational Projections for Somerset County for 1998-2008 for Titles Related to RVCC Academic Programs Ranked According to Total Average Annual Job Openings**

| | 1998 | | 2008 | | Change: 1998-2008 | | Annual Average Job Openings | | |
|---|---|---|---|---|---|---|---|---|---|
| Occupation | Number | Percent | Number | Percent | Number | Percent | Total | Growth | Replacements |
| Managers & Administrators, NEC | 6,550 | 3.6 | 8,450 | 3.9 | 1,850 | 28.5 | 300 | 190 | 120 |
| Retail Salespersons | 5,700 | 3.1 | 6,500 | 3.0 | 800 | 14.3 | 280 | 80 | 190 |
| Systems Analysts | 2,500 | 1.4 | 4,750 | 2.2 | 2,250 | 91.3 | 240 | 230 | 20 |
| Cashiers | 2,900 | 1.6 | 3,400 | 1.6 | 500 | 17.9 | 180 | 50 | 130 |
| Communication/Transp/Util Mgrs | 5,700 | 3.1 | 6,450 | 3.0 | 700 | 12.6 | 170 | 70 | 100 |
| Office Clerks, General | 3,950 | 2.2 | 4,350 | 2.0 | 400 | 9.9 | 150 | 40 | 110 |
| Computer Support Specialists | 900 | 0.5 | 2,150 | 1.0 | 1,250 | 134.3 | 130 | 120 | 10 |
| Office/Admin Support Supvrs/Mgrs | 3,300 | 1.8 | 3,850 | 1.8 | 550 | 16.0 | 130 | 50 | 80 |
| Computer Engineers | 1,350 | 0.7 | 2,500 | 1.2 | 1,150 | 85.8 | 120 | 120 | 10 |
| Adjustment Clerks | 1,950 | 1.1 | 3,050 | 1.4 | 1,050 | 54.4 | 120 | 110 | 10 |
| Computer Programmers | 2,000 | 1.1 | 2,600 | 1.2 | 600 | 29.4 | 120 | 60 | 60 |
| General Managers & Top Execs | 3,550 | 1.9 | 4,100 | 1.9 | 550 | 15.9 | 120 | 60 | 60 |
| Guards | 1,450 | 0.8 | 2,150 | 1.0 | 700 | 47.5 | 110 | 70 | 40 |
| Teachers & Instructors, NEC | 800 | 0.4 | 1,700 | 0.8 | 950 | 118.4 | 100 | 90 | 10 |
| Reception & Information Clerks | 2,000 | 1.1 | 2,600 | 1.2 | 600 | 29.0 | 100 | 60 | 40 |
| Engr/Nat Sci/Comp/Info Sys Mgrs | 1,150 | 0.6 | 1,800 | 0.8 | 650 | 57.7 | 90 | 70 | 20 |
| Registered Nurses | 2,400 | 1.3 | 2,900 | 1.4 | 550 | 22.6 | 90 | 50 | 40 |
| Professionl/Paraprof/Techns, NEC | 1,850 | 1.0 | 2,000 | 0.9 | 200 | 66.9 | 80 | 20 | 60 |
| Home Health Aides | 1,050 | 0.6 | 1,700 | 0.8 | 650 | 63.2 | 80 | 70 | 20 |
| Secretaries, Ex Legal or Medical | 4,650 | 2.5 | 4,450 | 2.1 | -200 | -4.4 | 80 | 0 | 80 |
| Protective Service Workers, NEC | 550 | 0.3 | 800 | 0.4 | 250 | 44.0 | 60 | 20 | 40 |
| Nursing Aides/Orderlies/Attends | 1,800 | 1.0 | 2,150 | 1.0 | 300 | 17.2 | 60 | 30 | 30 |
| Management Support Workers, NEC | 1,900 | 1.1 | 2,200 | 1.0 | 250 | 9.2 | 60 | 30 | 40 |
| Computer Scientists, NEC | 350 | 0.2 | 900 | 0.4 | 500 | 138.0 | 50 | 50 | 0 |
| Child Care Workers | 950 | 0.5 | 1,350 | 0.6 | 400 | 43.8 | 50 | 40 | 10 |
| Database Administrators | 250 | 0.2 | 600 | 0.3 | 350 | 119.8 | 40 | 30 | 0 |
| Instructors/Coaches, Sports/Phy | 550 | 0.3 | 800 | 0.4 | 200 | 37.0 | 30 | 20 | 10 |
| Teachers, Preschool | 350 | 0.2 | 500 | 0.2 | 150 | 43.5 | 20 | 20 | 10 |
| Interview Clks, Ex Personnel/Soc | 250 | 0.2 | 350 | 0.2 | 100 | 40.1 | 20 | 10 | 10 |
| Biological Scientists | 400 | 0.2 | 550 | 0.3 | 150 | 39.7 | 20 | 20 | 10 |
| Bill & Account Collectors | 250 | 0.2 | 350 | 0.2 | 100 | 37.6 | 20 | 10 | 10 |
| Med/Clinical Lab Technologists | 300 | 0.2 | 450 | 0.2 | 100 | 35.7 | 20 | 10 | 0 |
| Writers & Editors | 300 | 0.2 | 400 | 0.2 | 100 | 34.8 | 20 | 10 | 10 |

Certain labor classifications may show a 1996-2006 decline in the actual number change of jobs, but they are included because they show a positive figure for average annual job openings as a result of retirements, separations, and other forms of attrition.

All figures here as reported by New Jersey Department of Labor. As noted by Labor, "Average Annual New Jobs will not (always) equal annualized Employment Change since for declining occupations, new jobs are tabulated as zero since no net job growth is projected, while the employment change is based solely on the difference between 1996 and 2006 employmnet totals. Totals may not add across due to rounding. Employment is rounded to nearest fifty. Job openings are rounded to the nearest ten. Percent changes are based on unrounded data.

Related to a current RVCC offering, e.g., Early Childhood Education A.A.S., Accounting A.A.S., or Computer Science A.S., but requires or may require further education (e.g., four-year degree) or full employment.

BEST COPY AVAILABLE

The American Association of Community Colleges (AACC) recently conducted a nationwide study of the "hot" programs, those where students are hired quickly after graduation and received higher overall salaries. These programs include the computer technologies, allied health fields, engineering, and business fields, programs, which are offered at RVCC and for which there are articulation agreements with colleges offering the baccalaureate degree.

Employee Skills and Training

The Business Partnership of Somerset County conducted an Employer Perceptions Workforce Survey to address the skill needs of employees. The survey inquired as to highest demand employee skill sets and then further questioned employers on their investment of training dollars in specific areas. The following table displays the difference between required employee skill sets and where employers are actually spending money to train employees.

| Top 5 Highest Demand Skill Sets | Top 5 Areas of Expenditures for Training |
|---|---|
| 1. Language Skills | 1. Computer Software Applications |
| 2. Interpersonal Skills | 2. Management/Supervisory Skills |
| 3. Customer Relations | 3. Problem Solving |
| 4. Computer Software Applications | 4. Interpersonal Skills |
| 5. Management/Supervisory Skills | 5. Customer Relations |

During the past two months, the Director for Research and Planning at the College conducted focus groups with various curriculum advisory councils of the college, people from business and industry who were invited to critique the curriculum and provide insight into the skills and knowledge that they as employers seek out in new hires. Across the various groups, they echoed many issues from both of the lists above. RVCC regularly conducts both credit and non-credit classes that focus on the above mentioned skill sets. In fact, the study cited that the number one provider for employee training was Raritan Valley Community College.

**Local and State Support**

Both Somerset and Hunterdon Counties have supported the College well during the 1990's and through the beginning of the new century. The Whitman Administration also took significant steps to balance the costs of a community college education by increasing the State of New Jersey's share, thus allowing student tuition to remain somewhat flat during the past several years. A number of issues have arisen which might change the delicate balance of tuition, county and state support. Among them:

- A new Democratic governor was elected; his agenda, relative to state support for community colleges, is not yet clear.
- Since September 11, State expenditures may be proportioned differently.
- The duration and extent of the recession is unknown.

**Future Steps**

This document is a work still in progress. As additional data needs are identified, particularly as we gather the findings from discussions with the curriculum advisory councils, this environmental scan will be updated.

# Cornerstones Document

# STRATEGIC PLANNING CORNERSTONES

## ** 9th DRAFT**

June 2001



BEST COPY AVAILABLE

# I. LEADERSHIP'S VISION

# VISION: AN IMAGE OF OUR DESIRED FUTURE

A vision is a picture of the future you seek to create, described in the present tense, as if it were happening now. A statement of "our vision" shows where we want to go, and what we will be like when we get there. The word comes from the Latin *videre*, "to see". This link to seeing is significant; the more richly detailed and visual the image, the more compelling it will be.

Because of its tangible and immediate quality, a vision gives shape and direction to the organization's future. It helps people set goals to bring the organization closer.

## LEADERSHIP VISION FOR THE YEAR 2005

1. It is the year 2005, midway through the first decade of the new millennium. The "Wealth Belt" served by the College has evolved into an economy thriving on the success of information, pharmaceuticals, wireless technology and biotechnology. The population of Somerset and Hunterdon continues to grow. The area is the most affluent in the country. Unemployment is low and entry-level technical jobs are plentiful. Customized Training/Continuing education continues to be a major need of area businesses.

## LEADERSHIP VISION FOR THE YEAR 2005

2. Raritan Valley Community College is viewed as a vital resource for the community and an institution focused on addressing excellence in all programs and services. RVCC has an enviable reputation as an institution that provides "open door" access to academic excellence at an affordable cost. Instructional programs are offered on attractive and well-kept campuses, which feature modern classrooms, library, and laboratory facilities. Our student population becomes even more diverse with ethnic/minority enrollments at 15% or more. This is reflective of community demographics and the educational needs of a growing multicultural population. English as Second Language instruction is burgeoning, largely through the Language Institute at the College's Bound Brook site. In addition, the College now serves 250 international students. Learning is the primary emphasis of the College and the institution is recognized for its focus. The College is the preferred choice by area businesses for retraining current employees.

## LEADERSHIP VISION FOR THE YEAR 2005

3. The role of the RVCC faculty is to facilitate learning and to nourish an appreciation for life-long education. The faculty are also experts in instructional design and program development. Full-time faculty mentor a skilled contingent of adjunct professors. The faculty are excellent and known for their dedication and effectiveness in the classroom. The College faculty creates programs based on community need. All faculty are deeply involved in updating and developing new curricula, in fostering internship opportunities, and in seeking grants and corporate support for programs.

## LEADERSHIP VISION FOR THE YEAR 2005

4. Raritan Valley Community College, committed to the importance of continuous improvement, is recognized throughout the region, state, and country for academic excellence. The College has committed itself to the development of outcomes based measurements, which stress student success. Major decisions are fact based, are implemented via systems thinking, and reflect an environment where students come first. The College is recognized as an institution that leads the way.

## LEADERSHIP VISION FOR THE YEAR 2005

5. Applauded for its dedication to students, the College assures equity in services to all students regardless of enrollment status. The staff are partners in the learning enterprise and are fully dedicated to the highest customer service standards. Full-time and part-time faculty and staff work together to maximize student access to learning. The College also guarantees, through partnership agreements, that RVCC graduates will transfer their credits and possess skills to perform competently in their jobs and continuing education endeavors. RVCC graduates are recognized for their competitive skills.

6. Raritan Valley Community College's 15,000 credit and 25,000 non-credit students experience education in a "learning college," which provides state-of-the-art teaching. Learning occurs anytime, anyplace, anywhere by multiple modalities with up-to-date technology and collaborative teaching methods. Learning is an exciting and fulfilling experience. The College's center in Franklin has 750 students. The Hunterdon and Bound Brook Centers each have 500 students enrolled. Over 1,500 students are now enrolled in Internet-based courses and programs.

7. The College is regarded as a national leader in technology. Technology is viewed as an important part of the learning enterprise. Technology has been an emphasis, funded through a continuous investment of resources gained through expert investment of the fund balance and aggressive private sector fund raising. A modern library facilitates student access to databases around the world. Students are taught on state-of-the-art equipment and make use of the newest technologies. A variety of delivery methods are used in instruction and computers are integrated into all aspects of instruction and administration. All faculty and staff use their computers at work, in the classroom, and at a distance. Graduates of the College are technology experts, current in their field of study and possess valuable critical thinking, communication, and problem solving skills. Workers returning to RVCC seeking upgrading and retraining are successful in new technologies.

8. The College is respected nationally for its dedication to philanthropy. Through academic programs, community service training, non-profit partnerships, financial aid programs, service learning, cultural activities, and economic development assistance, the College builds communities and public-spirited students. At RVCC, establishing community partnerships is a daily occurrence. Prime partners are public schools, other community colleges, universities, government, non-profit agencies, and businesses throughout the region. The College values its responsiveness to the community and continues to play a key role in cultivating the arts, in addressing significant social concerns, and in economic development.

9. Raritan Valley Community College has recognized its facilities as valuable resources, serving as an extension of the educational and service mission. As part of its our mission, the college serves as a conduit to bring the corporate, community and academic areas together. Raritan Valley Community College has a unique variety of state-of-the-art multimedia facilities that are available to the community for conferences, corporate annual meetings, seminars, cultural programs, performances, video and teleconferences.

10. The College values its employees and has a governance system that maximizes staff input in decision-making. Problem solving is accomplished by utilizing continuous improvement techniques. Faculty and staff are afforded unparalleled development opportunities. Staff turnover is exceptionally low.

11. The College has been accepted as a member of the prestigious League for Innovation in the Community College.

# II. MISSION

Raritan Valley Community College is committed to providing quality education at an affordable cost through rigorous programs and effective teaching. To meet this commitment, the College offers degree and certificate programs in an environment that reflects its values as a community of scholars and encourages intellectual achievement, lifelong learning and personal growth. The College educates students for transfer to four-year institutions and prepares them for careers in the changing workplace. It broadens students' knowledge of global issues and assists students in becoming responsible and productive citizens. The College will continue to enhance its accessibility and to respond to increasing diversity, evolving cultural interest and workplace requirements, and growing educational needs of the community. The College is open to all motivated and qualified persons without regard to race, creed, sex, age, national origin, and disability.

# III. VALUES AND PROMISES

# VALUES WE HOLD

At Raritan Valley Community College we are committed to the following values:

- Student-centered learning and achievement
- Excellence and Innovation in teaching
- Mutual respect, responsibility, and collaboration
- Individual and institutional integrity
- Diversity of people and perspectives
- Accountability to all stakeholders
- Responsiveness to Community
- Future focused

# PROMISES TO OUR COMMUNITY

During the next decade, Raritan Valley Community College will be at the forefront of meeting the challenges of a new century. We will endeavor to prepare graduates who are:

- Knowledgeable participants for an increasingly complex global society
- Productive members of the workforce
- Valued by baccalaureate institutions as candidates for transfer
- Contributors to our society with an appreciation for community service, economic and cultural development, and civic responsibility
- Lifelong Learners

# IV. GOALS

# GOALS OF THE COLLEGE

The Goals of Raritan Valley Community College are to:

- Create an educational environment that stimulates an enthusiasm for learning, critical thinking, cultural awareness, personal initiative, and civic responsibility.
- Encourage and enable students to realize their full potential and to achieve their personal, educational, and career goals.
- Offer programs that foster successful student transition to four-year colleges and/or careers.
- Offer educational and training programs to enhance the essential skills and knowledge necessary to be contributing members of the workforce.
- Provide a forum for reasoned public presentations on intellectual, cultural, ethical, and social issues.

# V. STRATEGIC INITIATIVES FOR 2002-2007

⇨ Strategic Initiative One: Redesign the Learning Process by:

- Implementation of the future Teacher concept
- Implementation of the Learning College
- Expanding and maximizing the utilization of distance learning technology
- Staffing remedial education and developmental services to support the learning process
- Emphasizing community development and workforce training areas and program development efforts
- Create a regional system of higher education

⇨ Strategic Initiative Two: Adopt systems thinking approaches to problem solving and service delivery by:

- Integrating all College financial systems
- Continue to develop information-based decision making as per seven Baldrige criteria:
  - Leadership
  - strategic planning
  - student and stakeholder focus
  - information and analysis
  - faculty and staff focus
  - educational and support process management
  - school performance results

⇨ Strategic Initiative Three: Invest in People by:

- Developing and implementing a comprehensive human resource development plan (technology training for all faculty and staff)
- Funding annual personal improvement plan for all staff, administrators, and full-time faculty
- Fully integrating adjunct faculty into program development
- Reducing employee turnover
- "Hiring In" employees dedicated to high performance concepts, such as the Learning College.

Revised: 08-20-01/rar

# Growth Assumptions Chart

# STRATEGIC PLANNING GROWTH PROJECTIONS

| | FY 2002 ACTUAL | FY 2003 PROJECTION | FY 2004 PROJECTION | FY 2005 PROJECTION | FY 2006 PROJECTION | FY 2007 PROJECTION | FY 2008 PROJECTION |
|---|---|---|---|---|---|---|---|
| CREDIT & REGISTRATION | | | | | | | |
| Full Time | 3919 | 4115 | 4320 | 4536 | 4763 | 5000 | 5251 |
| Part Time | 11056 | 11608 | 12189 | 12798 | 13438 | 14111 | 14815 |
| Total | 14975 | 15723 | 16509 | 17334 | 18201 | 19111 | 20066 |
| NON-CREDIT REGISTRATION | 14814 | 16,266 | 17892 | 19681 | 21650 | 23815 | 26196 |
| TOTAL REGISTRATION | 29789 | 31989 | 34401 | 37015 | 39851 | 42926 | 46232 |
| OPERATING BUDGET | $29.7M | $31.6M | $32.8M | $34.1M | $35.5M | $36.9M | $38.8M |
| MAJOR & MINOR CAPITAL | $2.4M | $3.8M | $3.9M | $4.1M | $4.2M | $4.4M | $4.6M |
| FULL TIME EMPLOYEES | | | | | | | |
| Faculty | 108 | 110 | 112 | 114 | 116 | 118 | 120 |
| Administrators | 95 | 97 | 98 | 100 | 101 | 103 | 104 |
| Support Staff | 54 | 55 | 57 | 58 | 60 | 61 | 63 |
| Full Time Total | 257 | 262 | 267 | 272 | 277 | 282 | 287 |
| BUILDINGS | Science $8.0M | CCE $7.5M | Fine Arts $10.0M | Bookstore Cafeteria $5.0M | Student Center Renovations $5.0M | Replace Old Arts Building $5.0M | |

NOTES FOR ALL
Credit - 5%
Non Credit - 10%
Personnel - 2%
Budget - 4%

# Planning Committee White Papers

# Alignment White Paper

**Do you feel you can't make a difference? Are you tired of inconsistencies in policy, communication, and direction? Do you think certain philosophies and attitudes are lauded but not really practiced?** In the most recent survey of RVCC (Middle States Self-Study Report, May 2000), only about one-third of surveyed employees believed their input was valued; less than one-half expected to feel satisfied with their job here over the next few years; under 30% were satisfied with communication between college departments and areas. **So, what do you think? Is RVCC aligned?**

Alignment is a balancing act of the organizational forces of leadership, decision-making, process and reporting relationships. Its purpose is to sustain a sense of community and collaboration among these various forces, so that all resources can work together effectively to accomplish the common mission and goals of the organization. As the Alignment Sub-Committee, we are charged with establishing a five year Strategic Plan that does just that -- connects RVCC's core and critical processes with its vision, mission and goals.

We've begun by identifying three core processes that need review:

- **Communication - access to and effective dissemination of the information critical to accomplish our mission.** *Is RVCC too connected? Should we continue to use Public Folders as we do or limit their use and access? Should we continue to devote resources to becoming a virtual university or limit on-line services to keep the personal touch? Is Pipeline an effective communicator? Do we need a quick response site for answering and directing information seekers?*
- **Governance/Leadership - integrated decision-making and centralized leadership which facilitates cooperation and cohesion among departments and areas.** *Are there too many committees duplicating efforts and working at cross purposes or do we need to develop more college-wide committees to handle important issues? Should committees be terminated after their findings are published? Is the Forum an adequate voice for all college constituencies? Does the Academic Chairs system work or should we devote our resources to administrative deans? Does the current organizational structure adequately disseminate information between areas, or only within, or not at all?*
- **Empowerment – the individual employee's connection to the organization which enables him/her to be invested in the success of the College.** *Is there a process to encourage employee innovations, and if not, should there be? What type of recognition or reward system would promote community feeling?*
  *Do we need a series of activities to encourage and promote fellowship and camaraderie college-wide?*

BEST COPY AVAILABLE

## CURRICULUM DEVELOPMENT WHITE PAPER

### Programs currently offered at RVCC

| AA | AFA | AAS | AS | CERTIFICATES | TOTAL |
|---|---|---|---|---|---|
| 12 | 5 | 28 | 18 | 17 | 80 |

There are many issues regarding curriculum facing Raritan Valley Community College in the next five years. These issues revolve around the questions of what we should teach, how we should teach it, how we should assess what we have taught, how we should meet the needs of special populations, and how we should cooperate with other institutions (educational, business, government) to provide the best possible outcomes for our students and our community.

There are many competing demands on the student's time here at the College. We cannot mandate that they study *everything* that is important; we must differentiate between what is important and what is essential.

With the rapidly changing and expanding possibilities in technology, the modes of delivery are becoming more varied. We need to consider courses that do not fit into the traditional 15 week, 3 hours per week paradigm. We need to decide how much we want to invest in on-line courses and study the possibility of using on-line technology and pedagogy in traditional courses.

In order to make any valid decisions about what we should do, we must assess what we are already doing and decide what is working and what needs improvement. In order to do that, we need to develop a program of outcomes assessment in all areas of the College but especially in the academic areas.

In the past decade, RVCC has been attracting more special needs students. This has happened for a variety of reasons: the changing demographics of the area, the increase in the number of special needs students who are graduating from high school and choosing to continue their education, and the excellent program that we have developed to help them. Included in those students with special needs we find people with different learning styles, people for whom English is a second language, people without the academic skills needed to succeed in college-level classes, and people with low-level skills who are seeking vocational training to succeed in the workplace.

RVCC is not the only educational institution in the area. Our students proceed from and continue on at many different institutions. Right on campus we have various entities that seek to provide educational opportunities – the Police Academy, Corporate and Continuing Education, and the academic departments. We need to develop programs and procedures that make the best use of all those possibilities for our students and our community.

Some overarching questions that must be answered for us to proceed in a rational manner are:

- What are the core competencies that our students must acquire and which ones are valuable but not essential?
- What should be the relationship among credit, non-credit and prior learning? How do we evaluate and give credit for prior learning and for what prior learning should we give credit? What should be the process for adjudicating disputes between the various sectors (CIS and CCE, Police Academy and Criminal Justice program, etc.)?
- What is an appropriate balance between Western and Non-Western components in our curriculum and how do we encourage more students to have educational experiences outside the US?
- What are the curricular implications if RVCC adopts the *learning college* model?
- How can we utilize our technology capacity to enhance student learning? What is the optimal balance between online and hybrid courses?
- What level of support should RVCC provide for each of these special populations: ESL, learning disabled, international (F-1 visa) and developmental?

**21 February 2002**

## HUMAN RESOURCES WHITE PAPER

The energy and effectiveness of an educational institution is derived from its human resources. Each of us plays a key role in the mission of educating students and in the milieu that supports that mission. Whether working directly or indirectly with students, every employee needs to appreciate the importance and value of his/her respective role in facilitating learning and ensuring student success. An understanding and appreciation of the interconnectedness among the various parts of the College, and the creation and maintenance of an environment in which personal and professional growth can flourish and is rewarded, will lead to improved morale and the realization of a learning college.

The demographic data for the bi-county area shows an increased population at each grade level from senior to freshman year at each high school within the service area. The general population continues to grow at a rate exceeding that of the overall rate in the State as business and industry relocate and expand in the area. Simultaneously business, industry, social service agencies, and education will increasingly turn to RVCC as the hub of higher education into the bi-county area to meet their professional development and training needs. These increasing demands will lead to increased enrollments resulting in increased staffing needs.

Currently there are 61 administrators, 108 fulltime faculty (including counselors, librarians and teaching assistants), 90 classified staff and approximately 255 adjunct faculty. Since FY 1997, the number of fulltime faculty has increased by 25.6%, administrators by 3.4% and classified staff by 2.3%. Student enrollment increased by 4.8% from 5487 students in Fall 97 to 5751 students in Fall 2001.

In adopting the Learning College philosophy, RVCC is making a commitment to the philosophy that all members of the college community must be active participants in ensuring student success. This commitment requires a shift in culture and climate that will only be accomplished through the creation of leaders at all levels, the facilitation of learning, and ongoing active participation of all College employees in professional development, training and re-training. The learning college philosophy in which all resources are directed toward ensuring student success is the foundation of our considerations. The driving forces behind recommendations for change include:

- The growing need to attract and retain qualified and diverse faculty, administrators, and staff, critical to the College's future, in a highly competitive market.

- The expanding reliance on technology in instruction, administration and support functions.

- The increasing diversity of the college community, both internal and external.

- Ensuring that the Learning College philosophy, i.e. that each of us has a role in the learning process and student success, is embraced by the entire college community in an enduring fashion rather than as a fleeting initiative by a small group of college members.

In developing a strategic action plan that aligns the needs of the college with those of its employees, some issues for discussion are:

- How can the College prepare its employees for the challenges ahead as the College becomes a larger, multi-campus institution?
- What would encourage you to take advantage of the professional development opportunities that are available to you?
- How do you see the relationship of your role at the College to ensuring student success?
- How can the College improve its ability to embrace diversity?

## INSTITUTIONAL ADVANCEMENT

The Institutional Advancement Committee is examining issues of community--The College's relationship with the external community, as well as the building of a community environment on campus—in an effort to recommend initiatives in these areas that will result in increased enrollment and financial support for RVCC.

***Key Issues:***

*Image* -- The College's community image is one of the most important factors in achieving the above goals. While RVCC has accomplished much in both the academic and technological arenas, the committee senses in the surrounding counties a lack of awareness of these achievements and all that the College can provide. We also believe there continues to be a significant gap between how we see ourselves, and how the College is viewed by others.

*Marketing and Communications* -- Marketing and communications are important pieces of the institutional advancement puzzle. Promoting the College both as an institution of high education as well as a resource for business and the community at large cultivates a positive reputation for RVCC in the public eye.

*Research* -- Successful marketing requires knowing your demographics. As RVCC strives to ensure that it fully serves its constituents' needs, it must first identify what those needs are.

*Customer Service* -- Students, members of the business community, theatre patrons, foundation contributors, and all those who come in contact with RVCC should have a similar, positive experience at the College, regardless of their reason for being here. In the same way, faculty, staff and administrators should be able to communicate with each other in a positive, respectful fashion no matter the situation. Both internal and external customer service is another primary focus of the Institutional Advancement Committee. Relationships created via marketing efforts must be perpetuated with good customer service. In that vein, we believe that everyone who works here at RVCC should know a basic set of information about the College that will enable them to assist those in need, whether it be in person, via phone or by email.

- How do the individuals you meet in both your personal and professional lives perceive RVCC? How do these perceptions differ from what you perceive or know to be true? How do you feel these perceptions could be enhanced, and that enhancement measured?

- What are the necessary components of a marketing and communications program? How can the effectiveness of RVCC's current marketing be assessed?

- What research do you need to better serve your constituents? In an educational environment that's experiencing constant change, what type of ongoing research program is required to keep up with constituency needs?

- What would your universal customer service standards for RVCC entail and what sort of internal training would be needed to reach those standards? How can we determine if we are providing good service to RVCC customers?

## STUDENT SUCCESS

Raritan Valley Community College is committed to keeping its doors open to students with different educational and experiential backgrounds and strives to identify and enhance all programs and activities that impact the success of each student. Success among the community college student population is a complex issue since students enroll to meet various educational, professional and personal objectives. For some, success means graduating and/or transferring to a four-year institution. For many, it means continuing professional development to make them competitive in today's workforce and for others, RVCC provides a sense of community offering a broad range of services that address the needs of the *whole* student, such as: athletics, community service and scholarship.

The following statistics illustrate the diversity of our student needs:

| | **Fall 1999** | **Fall 2000** | **Fall 2001** |
|---|---|---|---|
| Total Headcount | 5405 | 5650 | 5751 |
| Students Enrolled in ESL Programs | 250 | 303 | 400 |
| Students Enrolled in Math or English Remedials* | 1422 | 1347 | 1270 |
| % of Students in Math or English Remedials | 26.3% | 23.8% | 22.1% |
| Enrollments in CCE Courses | 1225 | 1285 | 1651 |
| | | | |
| | **1998-99** | **1999-2000** | **2000-01** |
| Combined Transfer & Graduation Rate | | 28.3 | 29.9 |
| Associate Degrees Awarded | 424 | 387 | 376 |
| Certificates Awarded | 27 | 32 | 42 |

* Pass rates for students in remedial courses: Fall 1999 - 72% (English) and 57% (Math)
Fall 2001 - 76% (English) and 61% (Math)

In order to articulate the direction in which RVCC will head to achieve higher student success, the following questions are posed for discussion:

What type of campus infrastructure promotes student success?

How can RVCC improve and measure student success in the areas of developmental education and English as a Second Language (ESL) education?

How can RVCC enhance programs and activities aimed at creating a campus culture that promotes student success and how can those programs and activities be assessed for effectiveness?

How can RVCC improve and measure student success in the areas of seamless transfer, workforce development and continuing professional development?

# Description of Planning Colloquia

## CONDUCTING THE MODIFIED FOCUS GROUP MEETING

### PRELIMINARIES

It is critical to define the issue on which information is required. What is it that you want to know? How will the information be used? It is essential to answer these questions before initiating the process.

### FORMULATE THE FOCUS QUESTION

The question should be specific, narrow in focus, clearly worded, and neutral in tone to avoid biasing the outcome. Be creative in this step but do not lose sight of the need to keep the focus narrow.

### IDENTIFY THE FOCUS GROUP PARTICIPANTS

Who would be most likely to have the information you need? On which groups within the institution does the identified issue impact? Would it be best to look at this as the first step in a series of focus group exercises in which information garnered at one step is used to formulate a question and/or identify a new target group? You may decide to have several groups considering the same question simultaneously. Each group should consist of five to eight members and a group leader who has been trained in the focus group technique. You may also find it helpful to have a facilitator for each group who will handle last minute details and will assist in the mechanics of conducting the session.

### CHOOSE GROUP LEADER(S)

The attitude and demeanor of the group leader can enhance the process or limit its success. The group leader should be someone who can be unobtrusive while directing the process. This individual must serve as a conduit of information and a monitor of process without influencing the outcome. A training session, in which a focus group exercise is conducted, should be provided for inexperienced group leaders and facilitators.

### TAKE CARE OF THE DETAILS

Schedule the meetings. Reserve rooms which can hold ten people comfortably and, if possible, provide a conference table. Light refreshments may be in order depending on the time of day. Gather the supplies. For each group you will need:

- A flip chart oh an easel
- Felt pens in two different colors
- Masking tape
- Sticky dots

### Setting the Stage

It is important to provide a relaxed atmosphere. The group leader and the facilitator should be present before the participants arrive, to welcome them and to introduce the participants to each other. A brief explanation of the purpose of the focus group in general and of this group in particular should be outlined at the beginning of the session. The written focus question should then be distributed. The question should be read aloud and clarified as necessary. The intent of the question must be clear, with no room for ambiguity or different interpretations.

### Providing the Structure

The group leader should then outline the process, explaining and clarifying each step. (We will discuss each step of the process when we describe conducting the process.) When you actually begin the process, do not be alarmed if participants are still asking for an explanation of what they should be doing at any given point. We have found that even the best explanation is no substitute for actually going through the process. It does not jeopardize the integrity of the outcome to answer questions as you go along. You may also find it necessary to remind them when they should be working as individuals. The temptation to collaborate will be greatest among participants who know each other well.

### Conduct the Process

The modified focus group process has a specific structure which must be followed to ensure that each individual participant has an equal opportunity for input, that no individual dominates the process, and that the final result, while generated by individuals, reflects the consensus of the group. The process, directed by the group leader, involves alternating between individual efforts and interactions of the group.

### Record the Responses

The group leader should read the question aloud again and give a last opportunity for clarification. The timeframe for this step should be clearly stated and the participants should be instructed to work silently and independently without consultation with each other. They should also be reminded to word their responses in brief phrases so the recorder can capture their idea on the flip chart. It is essential that during this process the participants work independently without discussion or consultation. It is the responsibility of the group leader to maintain the integrity of the process.

Notify the group that there are two minutes remaining for writing responses. At the end of the allotted time, the participants should be instructed to stop writing.

### Pool Written Responses

At this point, the leader should again outline the process for this step, stressing that there should be no discussion as the responses are being recorded.

Each participant reads one response and the recorder lists it on the flip chart, numbering each item consecutively. A second response is then provided by each participant until each indicates that he/she has no additional, unique responses. As each sheet of paper is filled, it is removed from the flip chart and taped where it is visible to the entire group. There should be no discussion of the individual responses during this step in the process. However, the group leader may ask for clarification before recording a response if the meaning seems ambiguous. At any point a participant may choose to pass without providing a response but then may choose to reenter in a subsequent round. This process should stimulate additional thinking and participants should be encouraged to add items to their lists as they go along.

### Clarify and Simplify

This is a group exercise in which the process of consensus building begins. Anyone may ask for an explanation of a particular response. The purpose should be to eliminate any misunderstandings so that when the next step is undertaken, as much as is ever possible, each participant is interpreting each response similarly. Discussion is encouraged but the group leader must ensure that there is no intimidation nor debate on whether or not a particular response is valid or accurate. Whether or not a particular response has the support of the group will become clear when the ranking process takes place.

At this point, separate responses can be combined into one if the group agrees that these items are sufficiently similar to warrant that. The fact that two (or more) items have been combined is indicated by the group leader on the listing of pooled responses. Example, if the group agrees to combine items numbered 1 and 23, the group leader should record a "23" next to the 1, and then put a line through the "23" that is next to the item that is being eliminated. Both responses remain legible should questions arise, but they are now combined and identified as a single response, number 1.

### Rank the Responses with Sticky Dots

Participants, working independently, identify their 3 - 5 most important items by walking to the flip chart and placing a dot on their highest priorities. As they are seated, the facilitator can provide some analysis of the consensus that has taken place.

### Report on Ranking and Reaching Consensus

When the rankings have all been recorded, the top five items must be determined by the group. It should be immediately clear that some responses have been eliminated because they did not appear on any participant's list of top five or were cited only once or twice. It may be difficult to establish a definite priority order or to limit the final choices to exactly five. As long as decisions are made as part of a group process these factors are not critical. The group should be encouraged to take into account the number of times a response is cited and the rankings assigned to it.

The participants should be thanked for their efforts and an indication given of how the information will be used.

### Follow-Up

If more than one group has been addressing the same focus question, the follow-up begins with a meeting of the group leaders. The person responsible for managing this meeting should be identified in advance. The tally sheets are collected, the responses listed, with the ranking summary, so that they are visible to all, and a mini-version of the focus group process conducted. There is discussion of the meaning of the individual responses, grouping of similar items by agreement of the group, and a determination of priorities. The identification of the top five or more items should take into account the original rankings so that the intent of the original groups is not lost. There should be continuing discussion throughout the process to eliminate misinterpretation.

### Final Report

A final report should be prepared which includes raw data, indicates group differences as well as similarities, and summarizes the established priorities. The nature of this report will be shaped by your answer to one of the original planning questions. "What will the information be used for?" The report, once completed, should be distributed to all who participated in the process with an indication of who participated and what future actions are planned.

The final report must go where it will do the most good. Who must implement the recommendations or who must develop solutions to the identified problems? Should the process of focus groups continue with this report providing the foundation for continued group discussion or have you reached a point at which action must be taken? It is essential that there be an outcome and all who participated in the process must know exactly what the outcome is or you have simply created another avenue of frustration and negativity.

# Technology Plan

# RARITAN VALLEY COMMUNITY COLLEGE
# TECHNOLOGY PLAN
# AYR 2001-2 through AYR 2003-4

## Introduction:

This plan sets out the priorities for RVCC in the deployment of computing and related technology over the next three years. The plan concentrates on functions and activities and the equipment needed to support those activities. While it is difficult to plan precisely for technology over a three-year period given the volatility and pace of change in technology, it is even more difficult to be precise in establishing costs for the out years. This plan attempts to provide the best estimates of costs whenever possible.

## Methodology:

The process being used to develop and maintain the technology plan is centered on the use of a Teaching, Learning, and Technology Roundtable (TLTR). This group is comprised of representatives from every academic department as well as the major administrative departments and service providers. The Vice President for Learning and Technology Services chairs the roundtable, which has been meeting since 1998.

The group reviewed and redefined overall goals for the plan (*attached*) and identified major areas for study, selected study team leaders, participants, and topics to be examined in detail. The teams met and produced self-study reports. This effort was done in concert with the College's Middle States Self-Study that is well under way. This will insure that the maximum results can be obtained from both studies. The current study teams and topics are as follows:

| CLASSROOM TECHNOLOGY | ON-LINE SERVICES |
|---|---|
| Chair: Mike Machnik<br>Milt Reiss, Paul Schueler, Janet Perantoni, Pat Estabrook, Carol Mauermayer, Arlene Graper, Dan Peters, Bev Madron | Chair: Birte Nebeker<br>Steve Smith, Lana Browne, Lonny Buinis, P. Deschenes, I. Kaufman, A. Walker, K. McCann |
| Areas of Study:<br>CATT<br>Computer Labs<br>ATCC<br>Video Production<br>Software (usage, updates)<br>New Installations<br>Science Labs<br>Media<br>Library | Areas of Study:<br>Web Page<br>Banner<br>Counseling/Tutor<br>Library Services<br>Campus Pipeline<br>Student – Service Learning, Coop Program<br>Productivity Systems – Exchange/Outlook<br>Campus Pipeline<br>Web-based Testing |

| | |
|---|---|
| **ADMINISTRATIVE COMPUTING**<br><br>Max Stevens,Nancy LeStrange<br>Janet Perantoni, Kelly Kochis<br>Ira Kaufman<br><br>Areas of Study:<br>Banner<br>Report Production<br>Productivity Systems – Exchange/Outlook<br>Imaging | **NETWORK**<br><br>Chair: Chuck Chulvick<br>Tom Edmunds, Bob Pescinski, Bill Conniff<br><br>Areas of Study:<br>Analysis<br>Security<br>Management<br>Growth<br>Telephone<br>Video<br>N.J. Statewide Higher Education Network |
| **FINANCIAL**<br><br>Chair: Violet Wilenski<br>Chuck Chulvick, Kevin Keefe, E. Hutcheon<br><br>Areas of Study:<br>Technology Renewal<br>Capitol and operating budgets<br>Leasing<br>Grants and Foundation<br>Consortium buying | **DISTANCE ED**<br><br>Chair: Scott Stout<br>Julia West-Johnson, Bill Blake, Jaki Belin, Mimi Dumville, Angela Bodino, Mike Machnik, Holly Smythe, Charlie Risko, Barbara Seater<br><br>Areas of Study:<br>On-line Courses (credit and non-credit)<br>On-line & Accelerated Degrees:<br>Hybrid Courses (traditional w/ an on-line component):<br>ITV:<br>Web Testing:<br>Web Conferencing:<br>NJVCCC (Hosting and Providing):<br>Student Support:<br>Telecourses:<br>Training & "Web-Centric" Pedagogy<br>Outreach (needs of industry, PACE, teacher training, etc.) |

**Time Table:**

| | |
|---|---|
| Self Study designs completed | June 2000 |
| Survey and anlysis completed | September 2000 |
| First draft of plan for discussion and review | March 2001 |
| First draft presented to the Board | March 2001 |

## Goals Related to the Mission

**Goal 1**. Provide each member of the Raritan Valley Community College Community with convenient and secure access to campus-based and Internet-based information over the College data network from on and off campus.

All faculty, administrators, and staff can be more productive by having a computer on their desks connected to the College network. To realize many of the benefits of distributing information in electronic form, it is necessary for as many people as possible to have convenient access to that information. Such access comes through a computer connected to the network. For faculty, the experience gained in using computers is a precursor to their use in connection with student learning. To that end, it is recommended that full-time faculty should be equipped with notebook computers to allow them to use the equipment in the classroom as well as their offices. This will promote the use of technology in the classroom.

As we provide access to information resources, we must pay close attention to issues of privacy. A balance between openness and security must always be maintained, assuring that access to information is only provided to individuals who are authorized to see it.

**Goal 2**. Develop a plan to replace computer equipment on a four-year cycle.

Planned replacement entails setting up a fund so that each time new equipment is purchased; the replacement cost is added to the fund (the fund would have to be started with sufficient resources to replace existing equipment). As new equipment is acquired, the equipment that is replaced will be used to replace even older equipment. By moving older equipment to less demanding uses, we maximize the longevity of our investments. Replacing equipment should also be seen as an opportunity to create a more homogeneous computing environment, by assuring that new equipment meets agreed-upon standards for hardware and software. At the same time that equipment is replaced, we should address the need for ergonomic furniture to provide a proper operating environment for those who use computers regularly.

**Goal 3.** Improve the effectiveness and efficiency of investments we make in information technology by providing a program of continual training for all employees and students of the College.

We are an institution where "learning" is central to our mission. This learning should extend to all members of the community. To make effective use of information technologies to improve productivity, a continual and incremental program of training is necessary. Significant productivity improvements for employees of the College are possible through such a sustained training program. Improving their performance will help us reduce operating expenses, and improve morale. Faculty and students, too, can achieve increased productivity in their work through effective use of information technology. Ultimately, everything we accomplish using information technology depends on the people using that technology.

For example, electronic mail has become a basic communications tool at our College. Yet many users of electronic mail are unaware of some of the simplest time savers, such as the use of mailing lists, mailboxes, or attachments. As a result, these individuals lose hours of productive time each week. Basic training provided to these individuals would improve their productivity substantially.

Student training should begin as soon as they join the College community. New students must be provided with the learning tools, such as electronic mail, access to the on-line library catalogue, and access to the Internet to make the most of their time at Raritan Valley Community College. Doing this as soon as they join the College community will also make it possible for these tools to be used in connection with their courses in the very first semester. A student-training program must be developmental, providing information that can be used immediately, and then providing incremental additions to this training as they can benefit from it.

Training for all constituencies must be available in various forms. These should include: seminars that provide formal instruction; workshops that allow for problem discussion in particular topics; self-paced materials such as computer-based training programs, videotapes, and audiotapes.

**Goal 4**. Assist and encourage members of the Raritan Valley Community College community in their use of technology to improve student learning.

Several faculty have already made significant use of information technologies to improve student learning in their courses. Such efforts need to be promoted and recognized on a continuing basis.

Most faculty who have thus far used technology in this way have been comfortable using the technology on a personal and professional level. They are the "early adopters", who have been willing to deal with the occasional "potholes" on the road to using technology to improve student learning. To encourage others to participate will require more training and support, including incentives. However, these incentives should be tied to a commitment to use technology in support of student learning and actual results.

A networked College and appropriate software systems will provide the opportunity to disseminate course materials such as syllabi, assignments, readings, and references to resources. These materials can be accessed by students and updated by faculty at their convenience at any time and from any place with access to the Internet. A networked College will also provide opportunities for the creation of "electronic study groups" - students in a class who discuss the subject of the class outside of the classroom, possibly under the electronic guidance of the instructor. This simple use of technology is applicable in many courses. Electronic communication enables everyone to participate in study groups, at a time that fits in with their extracurricular activities. Engaging subject matter in this way can improve understanding and elevate the level of discussions that take place in the classroom, as students will be better prepared. Moreover, it can further enhance faculty/student interaction and therefore be of strategic value in recruiting students.

.

**Goal 5.** Pursue cooperative information technology ventures with other Colleges to reduce costs and improve service. A small College cannot take advantage of economies of scale, which permit it to provide services in an economical fashion.

The recent Higher Education Technology Infrastructure Fund encouraged further cooperation. Cooperative activities among institutions that are more geographically dispersed are possible through our Internet and ITV connections. We will join New Jersey Edge and explore other ways to develop more ventures of this nature.

**Goal 6.** Pursue information technology ventures with commercial entities.

Several information technology firms now have programs to work together with Colleges on courses of instruction. These offerings can be of benefit in recruiting both credit and non-credit students. The types of training involved in areas such as data communications networking and data base administration are of particular interest in the College's geographic area. The College should explore and exploit these opportunities.

**Goal 7.** Create an "empowered College" before the end of year 2002

The "empowered College" can be a metaphor that serves to inspire creative thinking about the nature of the way we do business. Many of Raritan Valley Community College's operating procedures currently require that individuals act as intermediaries between the person seeking information and the information itself. For example, when a student wants to know her rank in class she must go to the Registrar's office and ask one of the staff to look up this information for her, even though the information is already in electronic form.

Potential savings are large but only if we are willing to change. Opportunities exist to rethink how we do business, and in doing so to eliminate unnecessary processes, redesign others, improve the quality of the services we provide, and reduce the cost of making information more widely accessible. For example, the network can be a vehicle for encouraging the economic use of shared information resources. The College network can and should be used as a vehicle for distributing and collecting information of all types, with a minimum of mediation. This idea extends to such areas as on-line grade entry by faculty, time entry by employees, electronic forms and approvals for College services, and on-line access to commonly used College documents. Other examples include, but are not limited to, accessing library materials, enabling departmental chairs to create purchase orders on-line and access departmental financial records, and using electronic communication as a substitute for paper communication.

**Goal 7** - Use Information Technology to enhance communication with prospective students.

A growing proportion of excellent prospective students have access to the Internet through their high schools, libraries, or through information services to which their parents subscribe. Making it possible for these students to learn about Raritan Valley Community College through these networks, and even to apply to Raritan Valley Community College electronically, will give us a competitive advantage. Interaction with prospective students can be further enhanced by encouraging them to address their questions to members of the faculty and staff via electronic networks. By enhancing communications with prospective students, and advising existing students, we improve our competitive position relative to our peers.

## RVCC Network Infrastructure

Introduction:

Over the past five years the RVCC campus data communications network has progressed through several stages. First, the wiring infrastructure was upgraded and standardized. Next the technology of the network was modernized and network security was implemented. The next stage must encompass the future enhancement and expansion of the network and is essentially the on-going evolution of the network.

The RVCC network is well on the way to being an excellent, extensible, modern data communications network. The College is now benefiting from the expansion and enhancements done over the past years and will soon add other enhancements and services to the network. It must be remembered that the network project is ongoing. Enhancements, upgrades, and additions to the network must continue and will bring increased functionality to all the constituents of the College. This can often be the most difficult project to fund since most users know nothing of the network infrastructure but without it being maintained and continually updated none of the instructional or administrative applications will provide the benefits that are expected.

**Background:**

The first stage of the campus data communications project involved extending and upgrading the wiring and some associated equipment. This project began in mid-1997 and is essentially complete. All wiring to the desktop is Enhanced Category 5 wire. Wiring between buildings and between major distribution points within buildings utilizes fiber optic cable. The wiring is installed to the highest current industry standards. Not only has proper wiring been used, but routing, termination, and physical cable-management facilities are all standardized to maximize reliability and serviceability. In addition this allows implementation of higher speed networking in the future.

**Stage 2:**

The second stage of this project involved upgrading network equipment, making the network more secure, and reconfiguring network servers. In upgrading the network equipment we have moved from a primarily routed network to a switched network. This has resulted in a more efficient, manageable, and reliable network. Network security has been enabled by requiring all network users to have access accounts and to use them to log in to the network. This ensures that only RVCC students, faculty, staff, and authorized guests use our facilities. In addition a firewall system has been implemented to control communication between our campus network and the Internet. Stage 2 also included reconfiguration of the campus servers. New servers were purchased to replace slower, aging systems. Some servers were consolidated and their functions changed for improved efficiency.

**Next Stage:**

The campus network has grown to close to 900 personal computers and 24 servers. Use of Web based applications such as Campus Pipeline, ROARS, WebCT, and Web access to Outlook mail have increased network traffic. New applications such as streaming video are placing increasing demands on the network. And new buildings that will house many computers and network drops are on the near horizon.

At the same time the State is moving forward on the NJEdge project, a statewide higher education network. This will allow colleges to contract with Verizon Corporation for high speed network connections that will include high speed Internet access, video conferencing, and allow the development of applications and servers shared by the colleges. The College must be ready to participate in this offering.

We must set broad goals and specific objectives for the continued evolution of the network. These must be followed with implementation plans that are aggressive yet realistically phased to be fiscally achievable.

**Goals and Objectives:**

The overriding goal for the College data communications network must be to provide seamless, secure and efficient access to both on and off-campus information resources to all members of the College community commensurate with their needs. The network must be available 24 hours per day every day of the year and yet accommodate maintenance and upgrades.

**Immediate Needs:**

Sufficient network drop capacity for existing facilities and those new facilities that are being planned.

Increased network speed to accommodate increases in users and enhanced applications.

Provision for use of higher speed and alternate protocol connections to the Internet.

Improved network management and monitoring.

Provision for use of wireless networking.

Provision for use of new technologies such as voice over the Internet protocol network (VoIP).

**Objectives:**

To address the immediate needs the following general objectives should be pursued:

Implement a high-speed chassis based Ethernet switch at the core of the campus network. – This switch will replace several small existing switches whose capacity and speed are being strained. This switch should allow transition of segments of the backbone of the network to higher speeds while maintaining other segments at the present speed. It should allow swapping and upgrading of parts while still in operation. And it should accommodate Internet connections using a variety of protocols and speeds; most importantly asynchronous transfer mode (ATM) connection at 10-45mbps and beyond.

Upgrade the network backbone to 1 gigabit per second (1GB) Ethernet. – The backbone of the campus network consists of runs of fiber optic cable that connect each building and major areas within the buildings. The backbone carries data traffic to and from our central servers and to and from the Internet connection. As the number of devices on the network increases and applications require higher data rates the speed of the backbone becomes critical. The current speed of 100 megabits per second (100MB) is becoming insufficient. Upgrading the backbone requires upgrading our core switches and the outlying switches that connect the various PC's printers and other devices on the network.

Eliminate the use of hubs connected to our network switches. – Hubs allow several PC's to share a port on a network switch. This is inefficient, hard to manage, and limits the speed of the network. These hubs should be replaced with switches with sufficient ports to allow direct connection of all devices on the network. This can be done at the same time as the switches are upgraded to allow higher speed backbone connections.

Implement a higher speed current technology connection to the Internet that also meets the College's wide area network needs. – Our present connection to the Internet utilizes a technology, known as SMDS, which is being phased out. It must be replaced with a current technology connection with sufficient speed for all of the College's Internet and WAN needs. In addition it must readily accommodate video traffic. Asynchronous Transfer Mode (ATM) connection meets these needs and is readily available at attractive rates. Use of ATM will require an upgrade to the main College router, but will also facilitate later participation in NJEdge which will utilize the same connection technology.



BEST COPY AVAILABLE

Implement a network monitoring and management system. – Implementing new core switching equipment and eliminating network hubs will allow the efficient implementation of a software system to monitor and manage the network. This system should allow trouble alarms to be received centrally and remotely from off campus by technical personnel. It should accommodate remote diagnosis of all devices on the network.

Provide for new wireless and voice technologies. – As equipment is upgraded and replaced it should be assured that new equipment will accommodate the use of wireless and VoIP technologies. Pilot projects should begin as soon as possible to test and evaluate these technologies.

The test of wireless technology should include both fixed (desktop PC's) and mobile (laptop PC's) devices. It should include tests in classrooms, labs, and offices.

The test of VoIP should include using VoIP phones as well as VoIP software on existing PC's. It should include tests of clustered devices as might be used in a new building and scattered devices as might be used in classrooms.

**Implementation:**

Implementation of these steps to enhance the campus data network should begin with investigation of current technology. Vendors should be pursued to provide initial product information and proposals emphasizing the desire for phased, scalable, approaches. Short term (this fiscal year, modest cost) and long term (the next 2-3 fiscal years, higher costs) steps should be identified.

For the Internet connection Verizon should be approached for options and discussion of future conversion to NJEdge participation.

For wireless and VoIP pilot tests vendors should be approached for loaner equipment and assistance. As options are evaluated in all of these areas a budget and timeline should be developed and revised as needed.

**Estimated costs:**

Estimated costs for equipment acquisition and replacement are listed in detail in the financial section of the plan. However, it is important to summarize here that network infrastructure changes are estimated to amount to $400,000 over the life of the plan. The first phase of the upgrade the replacement of the core switches is estimated to cost $160,000.

Numerous vendors have been consulted and their proposals evaluated. The detailed network proposal will be included as an addendum to this plan.

## Administrative Systems

**Introduction:**

The College has adopted SCT's BANNER system as the administrative database and application suite. It currently uses BANNER Student and Admissions, Finance, HR, Financial Aid, and Purchasing. In addition, the College has adopted web applications to access the data; Web for Student, Web for Faculty, and now Web for Employees.

**BANNER:**

The College has just completed a major BANNER upgrade, which now keeps us current with the latest release of the software. This updating process is both important to maintain technical currency and will continue as both BANNER and Oracle releases are improved. It must be our goal to plan appropriately to adopt the updates in a timely manner.

The implementation of BANNER at RVCC was done within a very ambitious timetable. It was done well and allowed for the transition of operational processes without interruption or loss of processing. However, that implementation was aimed at doing the same operations we had done previously, with more efficiency and greater accuracy. It is now time to begin to exploit other functions available within BANNER. The BANNER Executive team will identify useful functions and create functional implementation plans and teams to develop those applications.

**Training:**

BANNER can only be as useful as those who operate it. For that reason training must be made available for new and existing staff and faculty. The College has had considerable turnover in some administrative departments since BANNER was initially installed. These departments will need to be provided with appropriate training.

**Report Production:**

The College uses Microsoft Access as its report-writing tool to query the database and extract reports. The volume of requests for 'ad hoc' reports continues to grow. While institutional reporting resources exist, their focus must be the production of reports required by state and federal agencies as well the cyclical reports required for the functioning of the College. Major departments must secure Access training for one or more members of their department to satisfy their need for timely 'ad hoc' reporting.

**Productivity Systems:**

The College has adopted Microsoft Outlook/Exchange as an enterprise e-mail/calendaring system. Despite many training offerings, a significant percentage of the College community have no more than a rudimentary grasp of the software. More can be accomplished to improve efficiency in meeting scheduling and forms management. This will require the commitment to training described above.

**Forms:**

The College needs to undertake an examination of its current forms and commit to have them converted or redesigned for electronic distribution. This initiative should also include, if possible, those forms used as part of the staff/administrator evaluation process.

**Imaging:**

The College does not have an automated system for managing and archiving documents. This leads to inefficiencies and storage problems. It is recommended that during the life of this plan the College will

evaluate and adopt a College-wide imaging/document management system for the retention and archiving of necessary documents.

**Credit Card Processing:**

The College's success in serving students through on-line applications makes it imperative that we acquire and deploy an automated credit card processing application. This will allow the on-line transaction using credit cards to be done more efficiently. This application will prove useful not only for the Finance office but also will provide useful for the bookstore and the theatre in their on-line operations.

## On-line Services

Introduction:

An on-line service may be defined as a service that is accessible anywhere anytime. Currently, the college offers a variety of on-line services for students as well as for staff and faculty. It is important for the College to continue its commitment to providing on-lines services. It is a tool to provide customer service to our existing students and to reach out as a marketing tool to our potential customers. The College is currently a leader in New Jersey in providing such services and should continue to strive to remain prominent.

Current On-line Services:

**College Web Page:**

The College uses its web page to provide information about the College to students, faculty and staff. It also uses it as a marketing tool to let the community and the general public become familiar with College programs and facilities.

**Enrollment Services:**

Students may register and add and drop classes on-line. In addition, they can view their grades, schedule, and academic transcript on-line. Currently 40 % of our students use the web to register for classes and it continues to increase in number each semester. They can also view financial information such as their account and financial aid eligibility and awards. Faculty can check their class lists and submit their grades on-line.

**Advising and Counseling Services:**

Information about transfer options, career advising, resources for adult students, answers to frequently asked questions and much more are offered on the departments Web site. Students may also seek advising via E-mail.

**The Testing Center:**

Testing is generally conducted on-campus, except for tests included in the on-line WebCT courses. Placement exams, such as COMPASS, foreign language and pharmacology tests are automated but only offered in the testing center.

**The Library:**

The Library started its first on-line service, the on-line catalog, in 1986 and added dial-in access to the catalog in the early 1990's. Since then many more services have been added. The library's Web site links to on-line forms, which patrons can use to request services such as library instruction, copyright, reserve material, books and articles from other libraries, and virtual reference help. Most of the research databases are made available off-campus.

**HR/Payroll Finance:**

The College has just implemented Web for Employees, which allows employees to check their payroll and benefits information on-line. It also allows budget supervisors to use the web to check their departmental budgets.

**Campus Pipeline:**

Recently, the college started a new E-mail system for students, **Pipeline**. In addition, Pipeline offers convenient communication between the college and the students and between instructors and students. Pipeline also allows instructors to insert links to their course Web pages.

College **E-mail** may be accessed over the Web, so E-mail is available anywhere anytime.

**Future On-line Services:**

The **College Web Page** will only remain a viable tool if it can be comprehensive and maintained to insure currency. This will require the editing functions to be decentralized to the departments that provide the content. This will be accomplished through the use of Microsoft's Frontpage as an enterprise web page editor and management tool. Training has begun for staff but will have to be expanded to insure complete coverage.

In Enrollment Services **on-line admission** will be the next step in on-line services. Students will also be able to **change their personal information** on-line.

Testing Services is looking at a system that will allow students to take **class tests on-line**. Professors may set up the test and the students can access it on-line. Placement testing is difficult to move into the on-line world because of authentication problems. Prospective students are not issued logins, so there is no security that a student is actually taking the placement exam.

On-line advising takes place now by E-mail. The College will investigate how to present the results of the BANNER advising module (CAPP) on-line for easy student access.

**Campus Pipeline** has just been introduced at the college. It is still in its early stages, but it is has great potential in providing effective communication with our students, which was sorely lacking in the past. It should become the bridge between the administrative system and the instructional technology used by faculty and students.

The library will be expanding existing on-line services, such as electronic reserve and on-line research databases. The **library server** will need to be supplemented with an additional server in the first year of the technology plan. **E-books** will be introduced in the second year of the plan. There will be a time of experimentation to see which E-book reader standard will prevail. Pseudo E-books, which may be accessed without any other special software than a Web browser, were introduced in the fall of 2000. More details are provided in the Library's Strategic plan.

**On-line forms** especially forms for in-house use could be expanded greatly. **On-line purchase orders** from departments to the Purchasing department will be implemented during the summer of 2001.

In order to ensure the most effective on-line services, **logins** must be simplified. Currently, students have different logins for services such as E-mail, remote access to research databases, E-reserve, and on-line courses. The college must investigate ways of limiting the number of different logins to the absolute minimum. One example of a simplification is the linking of one secure system with another, so that on-line students, who login to their course get automatic access to research databases without having to login again to the proxy server in the library.

BEST COPY AVAILABLE

## Distance Learning

On-line Courses (credit):

**Current Status:**

The College currently offers courses delivered and accessed via the Internet. These may be Web-based (accessed via a Web browser) or text-based (utilizing tools such as e-mail, discussion and/or chat). The instructor and students at any location may access on-line courses, as long as appropriate computer hardware and software is available. On-line courses may include a variety of multimedia, utilize several types of communication tools, and/or provide links to student services and external course-related web sites.

**Number of Credit Courses:**

| | |
|---|---|
| Spring 2000 | 21 + 21 (NJVCCC) = 42 |
| Summer 2000 | 10 + 3 (NJVCCC) =12 |
| Fall 2000 | 28 + 15 (NJVCCC) = 43 |
| Spring 2001 | 31 + 14 (NJVCCC) = 45 |

**Future Objectives:**

| | |
|---|---|
| Provide one on-line degree and/or Certificate program<br><br>Assess the impact of on-line courses on recruitment and retention | 2002 |
| Provide three on-line degree and Certificate programs<br><br>Continue to assess the impact of on-line courses on recruitment and retention | 2003 |
| Continue to assess the impact of on-line courses on recruitment and retention | 2004 |

ITV Facilities:

**Current Status:**

The college currently has two interactive television facilities, one of which is an instructional television classroom. The second, located in the Advanced Technology Communication Center, is designed strictly as a videoconference facility and was professionally installed in what is known as the Community Room. The ITV room located in the South building is 6+ years old. It has ISDN and IDLS (Bell Atlantic) fiber service coming into the room. The equipment, provided through a state grant by the New Jersey Intercampus Network, includes a codec, Elmo, VCRs, monitors, audio equipment and a control system. The codec for the ISDN dial-up service has failed and needs replacement as well as the large program monitor at the front of the room. The control system is outdated and needs upgrading to current technology standards for ease of use. Despite the number of K-12 and colleges using the IDLS fiber service, Bell Atlantic has announced the eminent elimination of IDLS in favor of ATM over the next few years. The ITV equipment was placed in its current location, which is a typical classroom. It was never "installed" in the room, microphone and video cables run across the floor and are frequently damaged. The equipment is in need of custom installation in a suitable location.

**Future Objectives:**

| | |
|---|---|
| Return the system to full working order with the replacement of the codec with a Polycom VS 4000 enabling the system to utilize both ISDN dial-up, ATM, IP conferencing. Replacement of the program monitor. Replacement of the control system with AMX system in preparation for moving the system the new Science building. | 2002 |
| Move the system to the new Science building where plans are already in place | 2003 |

| | |
|---|---|
| to professionally install in the amphitheater/lecture hall. Replace ATCC Community room codec with Polycom VS4000 and upgrade service. | |
| Install remote ITV classroom systems in Hunterdon and Franklin locations. The systems will have IP/ATM conference capability. | 2004 |

Hybrid Courses:

**Current Status:**

A hybrid course merges traditional and on-line modes of learning. Traditional instruction allows for the presentation of new material with immediate opportunity for discussion and clarification. On-line instruction adds the value of writing as a process by which one learns, greater accountability from the individual student, and access to the ever-growing knowledge that is being made available in electronic form. The hybrid model includes a single course that integrates both modes of instruction and paired courses, one of which would be traditional and one on-line.

The College currently offers telecourses, on-line, or classroom-based courses. Most of the courses offered are disciplinary-based and taught by a single instructor. With few exceptions (Global Patterns, Introduction to Humanities I and II, Quest), courses fail to integrate interdisciplinary perspectives. In hybrid courses that have a disciplinary base (on-line and classroom-based), students have the opportunity to use the on-line component for responses to the readings, reflection on classroom discussion, and extension of that discussion. Research can also be conducted on-line. Hybrid courses that fuse two or more disciplinary courses further permit the student to make the necessary connections that exist in the real world. The hybrid model can provide assistance in achieving the goal of developing accelerated degrees and assists with the scheduling needs of a student body where the majority holds jobs.

Technologically, the College has the capacity to support hybrid courses, either through WebCT or the Campus Pipeline platforms.

**Future Objectives:**

| | |
|---|---|
| Offer pilot courses during the Fall 2001 semester, of both a single hybrid and a matched pair.<br><br>Offer faculty development workshops to consider the implications of the changing role of the student from absorber of information and knowledge to one of inquirer, analyst and interpreter. | 2002 |
| Develop a grant proposal to support newer faculty in web-based, writing-intensive, learning-focused teaching; and older faculty in applications of writing-across-the-curriculum.<br><br>Continue to reform the curriculum with the development of hybrid courses. | 2003 |
| Assess the contribution of hybrid courses to general education goals.<br><br>Assess the impact of hybrid courses on recruitment and retention. | 2004 |

New Jersey Virtual Community College Consortium (NJVCCC):

**Current Status:**

The college is currently a member of the New Jersey Virtual Community College Consortium. The NJVCCC is a project developed by the 19 community colleges in New Jersey that will enable students to take on-line courses from any of the participating colleges and have them credited to their home college

transcript for the same cost as an on-line course at their home institution. As a result, students will have a much broader array of courses to choose from than any single college offers.

**Future Objectives:**

| | |
|---|---|
| Continue to provide and host NJVCCC Courses<br>Continue to maintain a leadership role with the NJVCCC | 2002 |
| Continue to provide and host NJVCCC Courses<br>Continue to maintain a leadership role with the NJVCCC | 2003 |
| Continue to provide and host NJVCCC Courses<br>Continue to maintain a leadership role with the NJVCCC | 2004 |

**Student Services:**

**Current Status:**

The distance learner should have ***comparable*** access to the support services that the college offers. The following are the support services the college currently offers its distance learners:

- Welcome letter
- Optional on-campus orientation
- Library services via the Web and/or phone
- Questions answered through email from librarians
- Tech-Lit Kit via the Web and Technical Support
- On-line registration and grades
- Virtual Student Center via RVCC's Web Site
- Frequently Asked Questions for Distance Ed. Students
- On-line WebCT access
- Bookstore web page offering textbooks be mailed to student
- On-line Academic Advising Page
- Questions answered through email from Advisors

**Future Objectives:**

| | |
|---|---|
| Integrate On-line advising tool with BANNER CAPP system | 2002 |
| Implement a comprehensive web based book ordering system | 2003 |

On-line Testing:

**Current Status:**

On-line testing at RVCC is a growth area with great possibilities. The Compass placement test is currently computer based and taken in the Media Testing Center. We have recently started to offer the Microsoft Office Users test and Clep testing is being computerized, but true on-line testing has not yet been implemented except within the on-line courses developed at RVCC.

On-line testing will allow students to take timed tests on any computer on campus or access the tests over the web from home or work. This will allow faculty to have the option of using class time for further instruction or for testing. During the first year, testing software packages will be investigated and sampled by faculty and staff. The selected package will be piloted and then rolled college wide in a coordinated training program.

**Future Objectives:**

| | |
|---|---|
| Year 1:<br>Investigate testing software, select package and pilot with test class. | 2002 |
| Year 2: Implement testing software and conduct training for faculty. | 2003 |
| Year 3:<br>Increase rollout to wider audience. | 2004 |

Telecourses:

**Current Status:**

Telecourses consist of video or audio lessons, textbooks, course assignments, and interaction with faculty. RVCC regularly offers the following telecourses: Discovering Psychology, Sociological Imagination, Faces of Culture, and Living With Health.

Future Objectives:

| | |
|---|---|
| Purchase a new or revised series for Sociological Imagination and Discovering Psychology<br><br>Review new telecourse for purchase consideration | 2002 |
| Review new video series for Introduction to Cultural Anthropology and Living with Health. | 2003 |
| Purchase new or revised tapes for Introduction to Cultural Anthropology and Living with Health. | 2004 |

Web-Centric Pedagogy:

**Current Status:**

Presently, the College offers an array of distance courses from every department and participates in the New Jersey Virtual Community College Consortium, making it possible for every community college student to acquire a degree completely on-line.

The College already has in place four mechanisms that support the development of new teaching strategies as well as new distance courses: (1) the inclusion of a mentoring component in the training of new faculty in the use of distance technologies, (2) the establishment of an on-line Coffee House to continue these conversations as faculty teach in the new environment, (3) the establishment of in-house sabbaticals at the College's Center for Advancing Innovative Teaching and Learning (CAITL) to support the development and dissemination of a web-centric pedagogy, (4) the publication of a journal of student writing in on-line courses, the E-Lion.

The College also has as a resource a culture of conversation about pedagogy emergent over time through a series of interdisciplinary grants; for example, writing-across-the-curriculum, ethics-across-the-curriculum, and Quest.

While the College has provided mechanisms for facilitating faculty conversation, it has not yet articulated assumptions about teaching and learning that make a difference in the new environment. As John Sullivan noted in his dissertation study:

> [In designing] a faculty development program directed toward WBI, Developers must be certain that the program has a sound philosophical, psychological, and pedagogical basis, and that "impediments, attitudes, values, motivations, and necessary skills of the participants" are considered and addressed if such a program is to be successful (Sullivan, 1999, p. 30; Limin, 1997, p. 38).

One significant difference is the role of writing in an on-line course, in itself a technology that fosters thinking in any writing-intensive course. Professor of Information Systems at Indiana University, Rob Kling writes,

> You can't just take an existing teaching method from a face-to-face classroom and map it on-line. They take a lot of time on the part of instructors and students. Part of it's because instead of speaking, people are writing (Chronicle of Higher Education; March 10, 2000; A44).

What is different in the on-line environment is first the communal element whereby students communicate with each other as well as with the professor by means of writing. The learning process is notably interactive and students more consistently accountable. Second is the abundance of information readily accessible in an on-line course. Ironically, in an age of information there is a real danger of overload, and a fraying of comprehension. These two factors change the role of the faculty member dramatically. The challenge is not simply to disseminate information or provide access to information, but also to teach students how to transform information into usable knowledge, especially inter- disciplinary integration.

**Future Objectives:**

| | |
|---|---|
| 1. Offer faculty development workshops to consider the implications of the changing role of the student from the absorber of information and knowledge to one of inquirer, analyst, and interpreter.<br>2. Develop a grant proposal to support newer faculty in web-based, writing-intensive, learning-focused teaching; and older faculty in applications of writing-across-the-curriculum | 2002 |
| 1. To develop and model assignments that move the student from the definition of a problem, to accessing information, and then to constructing and communicating knowledge.<br>2. To include the on-line student in faculty-development programs addressing on-line pedagogy and strategies. | 2003 |
| Develop a profile of the on-line student most likely to succeed and most likely to fail. | 2004 |

Accelerated Degrees:

**Current Status:**

During the Spring 2002 semester, the College will offer courses paired together that would permit students to obtain a degree at a faster pace. Two formats are currently being employed. The first format pairs two classes taught back-to-back for 7 1/2 weeks. Students are in class for less time but with additional out of classroom work. These pairings ensure that all of the students' degree requirements can be conveniently completed going to school two evening a week.

The second format uses an interdisciplinary model and combines two classes from different academic disciplines in one course with students doing substantial work on-line. Students receive credit for two classes.

In addition, the College is nearing completion of an on-line degree program, which will include Web-based courses and telecourses.

**Future Objectives:**

| | |
|---|---|
| Year 1:<br>Complete the development of on-line degree program by developing necessary Web-based and telecourses.<br>Develop proposals for additional accelerated degree models and formats. | 2002 |
| Year 2:<br>Implement a weekend college program.<br>Implement new models and formats. | 2003 |
| Year 3:<br>Assess success of the accelerated programs. | 2004 |

Corporate & Continuing Education (Non-Credit, Customized Training, and Teacher's Professional Development):

**Current Status:**

Corporate and Continuing Education currently provides a variety of noncredit professional development courses with Microsoft software as well as program languages such as Java, HTML and other multimedia related coursework. As of spring 1998, we contracted with Education-to-Go for non-credit on-line classes offering over 100 programs in a semester. The NJ Senior Continuing Education Officers organization is researching a statewide contract with the vendor to reduce the cost to an individual college. Most of the noncredit computer classes are conducted in South S012, a dedicated lab for the division, and the ATCC computer lab when additional lab time is required.

In addition to the noncredit programs, the division also does considerable amount of customized computer training for business & industry. The demand for lab time is exhausted between these two programs (classes & customized training) as well as the facility rental offered through the Management and Conference Department. A study for expanding lab facilities with another CCE dedicated lab or supplemented by laptop computers should be conducted especially as we continue to broaden our program development areas with teacher development and youth enrichment.

**Future Objectives:**

| | |
|---|---|
| Explore vendors that provide and build on-line courses and training programs<br><br>Explore feasibility and cost of developing our own on-line courses<br><br>Explore on-line certificate programs<br><br>Purchase a laptop computer with a portable LCD for marketing<br><br>Promote on-line training for customized instructors<br><br>Explore and select an on-line pre and post testing program for our courses and customized training | 2002 |
| Create a test pilot program for on-line customized training courses | 2003 |

| | |
|---|---|
| Create marketing material to promote services<br><br>Conduct feasibility study for second dedicated CCE computer lab or laptop purchase | |
| Assess and evaluate the success of the on-line customized training programs | 2004 |

## Classroom Technology

Faculty Computing:

**Current Status:**

Computers have been provided to all full-time faculty on their desktops. All are provided with software and network connections to connect to the campus network and to the Internet. The computers are of varying types and attempts are made to continually upgrade the systems.

**Future Objectives:**

This plan introduces the concept of mobile computing for faculty by providing notebook computers for use by the faculty both in their offices and in the classroom. This will also promote activity in distance learning. The program would replace the notebooks every three years.

| | |
|---|---|
| Provide notebook computers to one-third of the full-time faculty. | 2002 |
| Provide notebook computers to one-third of the full-time faculty. | 2003 |
| Provide notebook computers to one-third of the full-time faculty. | 2004 |

CATT Rooms/Classroom Technology:

**Current Status:**

The six multimedia CATT rooms (Centers for Advanced Teaching and Technology) are approximately seven years old. The rooms combine a computer, document camera, VCR, Cable TV and Satellite through a switcher with audio reinforcement and projection. The rooms are in constant use Monday through Friday. Components in the rooms have been failing since the beginning of 2000 (projectors, Elmo visualizers and switchers).
The aging/obsolete equipment is in need of replacement. Replacement for the equipment will take place by the end of 2000.

The increased use of technology requires an increase in the number of these types of rooms and rooms with some of the capabilities of CATTs. The increased demand for the use of technology in the classroom requires projection for video and computer in all classrooms. The increasing volume of technology and the amount of usage requires that spares or a service contract be implemented in 2004 so that rooms are not off-line for extended periods due to equipment failure. A rotating schedule of replacement (similar to computers) should be implemented to avoid obsolescence.

A new CATT prototype will be brought on-line in the spring of 2001. The room will be part of a broader vision for campus media. The new room will have improved projection and a control system similar to that used in the ATCC. It will simplify the use of classroom media/computer sources and room conditions, allowing for lighting control and easy laptop computer connection and DVD video display. The control system and new equipment will allow for connection to a campus-wide control network. The network will allow Media staff to have full control of any room, troubleshoot problems and assist faculty remotely from their desk. It will also allow for global network parameters (shut down all rooms at 11:00pm, turn on at 7:30am). This will reduce power usage and increase equipment life. This new system's capabilities will be fully implemented when the Science building is brought on-line.

**Media /Testing:**

Labor

At the present time there is one full time delivery/tech person and one full time tech support person Monday through Friday with coverage from 7:45am until 5:pm. A part time delivery person is


BEST COPY AVAILABLE

employed Monday – Thursday from 4:pm to 8:pm. There are no equipment deliveries or tech support on Friday nights or the weekends. Weekend deliveries are currently done in advance on Friday afternoons. An instructor who has not made an advance request for equipment for weekend use has not been able to do present audio-visual presentations as planned. This has been a problem primarily for instructors who teach through the Corporate and Continuing Education Department and for Faculty from University partners. There is currently no audio-visual/CATT tech support after 5:pm weekdays or on weekends.

According to the technology survey results the CATT category has the least amount of customer satisfaction with CATT support getting the lowest marks. As more CATT type rooms are put into service, more training of users and more tech support will be needed. This will require a staff that is more technically proficient and more available during class time.

With the increase of technically advanced equipment in the classroom the need for technically advanced service personnel will also go up. This can be accomplished through the purchase of a blanket service contract for all new equipment, a negotiated hourly wage charge for repairs or the hiring of a full time highly qualified service person that could also service classes and events nights and weekends. A centralized service call system similar to that used by the MIS helpdesk will also need to be implemented as the number of rooms increases.

The **Advanced Technology Conference Center** labor needs have increased as a result of a change in the type of clientele it has been hosting. During the Grand Conference Room's first year it was used primarily for banquet type affairs. This year has seen a change to meetings and conferences in which the room's built-in technology was an integral part. Currently, 75% of the bookings require technical support. With a number of advance bookings already on the calendar, it is safe to assume that the need for technical support will increase.

**Media Lab** – The Media Lab has heavy use of TV's with VCR's. from the Nursing Department and others. With the exception of the Dimension system most of the equipment is outdated and needs to be replaced. More private rooms or cubicles are also needed to accommodate groups of 3 to 10.

The videotape catalog needs to be updated and circulated to all departments. A list of all instructional videos along with loan-out parameters for each should be posted in the lab (and perhaps included in the tape catalog).

The audio equipment for student use is outdated and needs to be replaced. There are 6 – 8 audio cassette players for the purpose of language testing. These were inexpensive models purchased several years ago and were not designed for commercial use. There are five audiocassette tape recorders in the lab for student use. They are over ten years old and need to be replaced

The Language Lab computers have software for language students to listen to homework lessons and to be able to type using a foreign alphabet. Occasionally a foreign language class will meet there for in-class assignments. There are two private rooms in the Language Lab that can accommodate 6 – 8 people. One room is currently furnished with a Gateway Dimension computer and 30" monitor with a new VCR attached. This room is heavily used for video viewing and the Dimension system is also wheeled out into the Language Lab for a computer class Tuesday evenings. The other audio-visual equipment (2-VCRs, monitors and cassette players) should be updated. A cable TV hook-up should be installed in each private room in the Language Lab so that instructional foreign language broadcasts can be viewed as well as other select programs.

**Media Equipment Depot** – It is most likely that TV/VCR and computers on cart deliveries will be reduced with the installation of permanent video projectors in the classrooms. Of course that installation must include a certain amount of VCRs, DVD players, and computers for deliveries to be reduced. Rather than equip every classroom with a VCR, computer, Elmo document camera, or a DVD player, portable carts or consoles should be configured to meet the needs of faculty.

The demand for a standard overhead projector increases with the increase in advanced technology in the classroom. There is an overhead projector in almost every classroom and approximately 40% of them are old and not worth repairing when they break down. Replacement of overhead projectors should be accelerated to accommodate increased room utilization.

Foreign Language instructors have certain recurring audio-visual needs. They often require the use of a TV/VCR or a VCR with a video projector. In addition they frequently use audiocassette player/recorders. It would help reduce deliveries by setting up several classrooms specifically for language instruction. There is one such room now (N-110) however, this is a larger classroom and is often needed to accommodate larger classes whereas language class enrollment is restricted to 25 students.

The audiocassette players and recorders are 10+ years old. New portable machines should be purchased along with another CD player for use in classrooms, conference rooms and special events.

Computer Labs and Workstation:

**Current Status:**

As of late 2000, there are 25 rooms that are treated as "labs" by the MIS department. These range in size from four (the Accounting Tutoring Lab) to 30 workstations (Math Lab, Testing Center). The labs are equipped with a total of nearly 500 Gateway computers purchased over the past three years with a combination of grant and budget funding. The most recently purchased machines are configured with a Pentium III 667 processor, 128 Mb of RAM, 15 Gb hard drive, internal Zip drive, and 17" monitor. The standard software set includes Windows 95, MS Office 2000, Internet Explorer 5.0, and Netscape Communicator 4.7. Specialized software for specific courses is also installed in designated classrooms. Of the 25 labs, only two (a total of 45 stations) are "open"; all others have classes or other academic activities scheduled on a more or less regular basis. Student demand for computer access has led to opening all major classroom/labs for general unsupervised use when the rooms are not otherwise scheduled.

**Future Objectives:**

| | |
|---|---|
| Replace one-third of existing lab hardware with updated machines. Convert to Windows 2000 (or next appropriate OS). Create additional 30-50 station open lab. Upgrade software suite. Upgrade projection. | 2002 |
| Replace one-third of existing older lab hardware with updated machines. Add "plug-in" capability to existing classroom/labs. | 2003 |
| Replace remaining one-third of older lab hardware with updated machines. Provide wireless capability in all labs. Create additional classroom/labs on the 3rd floor of the South Building (Science area renovation). Create additional "plug-in" lab. Upgrade OS and software suite. Upgrade projection capabilities. | 2004 |

**Video Production**

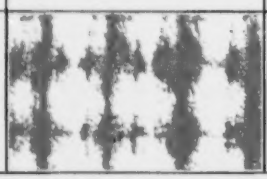
The next three years will see continued growth in the fields of digital video production and distribution. Particular emphasis will be placed on DVD recording and playback.

DVD players should be a consideration for anywhere video tape is presently viewed and DVD-ROM drives should be considered for all new computers and in particular for faculty laptops.

In addition to the equipment suggested in the table below, consideration should be given to upgrading the in house production center which may serve as a focal point for video distribution via live webcasts and simulcasts. Attention needs to be given to re-wiring the patch bay and adding modular racks and distribution amplifiers. Also the two satellite dishes and receivers are in immediate need of repair and calibration.

The new non-linear editing equipment and digital cameras suggested for Year 3 will be necessary not only because of replacement cycle timing but also to take advantage of technical advancements in direct capture, commonly referred to as "firewire." The upgrade of student software is of critical importance because the present SW is being discontinued and support will become unavailable.

The video server for "Distribution" in Year 2 could incorporate one or more DVD drives for delivery of video from disks out over the network. Similarly, a bank of hard drives could be utilized with the server for distribution of digitized video.

| TIMETABLE | STUDENT USE | IN HOUSE PRODUCTION | DISTRIBUTION |
|---|---|---|---|
| YEAR 1 |  | **Mini DV video deck**<br><br>DVD recorder, MPEG card and authoring SW.<br><br>Replace VHS decks | **DVD players**<br>Video server |

| | | | |
|---|---|---|---|
| | [redacted] | (for dubbing) | |
| YEAR 2 | VHS Edit System for editing, logging and dubbing | | **DVD players** |
| YEAR 3 | New edit systems incl. computers, SW and capture cards<br><br>Digital video cameras | New edit system incl. computer, SW and capture card | **DVD players** |

Technology Plan: Science & Engineering Labs:

**Current Status:**

There are six science labs in the South building (three biology, two chemistry, one physics/engineering) and an instrument area that shares space with the physics prep area. There are also two Ophthalmics labs in the Arts Building. Their locations, equipment, and software status are summarized in the table below.

**Future Objectives:**

All of the science, engineering, and ophthalmics labs will be relocated to the new Science Complex, scheduled to open by the Fall 2002 semester. The new lab configurations are summarized in the attached table in this document:

In order to furnish these labs with equipment necessary to teach the current and planned curriculum, much of the existing equipment will be moved to the new labs. Additional equipment will be purchased, with the costs spread out over the next two fiscal years. A list of relocatable and needed new equipment is provided in the Financing & Costs Section.

## Finance and Costs

Introduction:

The costs estimated for the equipment acquisition and replacement is **$3,646,943** over the three-year period. The needed funds will be drawn from the following sources:

Capitol and operating budgets
State ELF funding
Grants and Foundation

Once the plan has been accepted, the Finance group will begin determining how to acquire the desired equipment with available funds. In doing so, the group will look at alternative ways of acquisition such as leasing and use of consortium buying when possible.

**Future Objectives:**

The group will then try to determine how best to establish a renewal plan that will keep the technology current on an appropriate 3 or 4-year cycle.

# The Learning College Principles

Appendix I

## THE LEARNING COLLEGE PRINCIPLES

The Learning College is based on the following six key principles:

1. The Learning College creates substantive change in individual learners.
2. The Learning College engages learners in the learning process as full partners, assuming primary responsibility for their own choices.
3. The Learning College creates and offers as many options for learning as possible.
4. The Learning College assists learners to form and participate in collaborative learning activities.
5. The Learning College defines the roles of learning facilitators by the needs of the learners.
6. The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for its learners.

**U.S. Department of Education**
*Office of Educational Research and Improvement (OERI)*
*National Library of Education (NLE)*
*Educational Resources Information Center (ERIC)*

# REPRODUCTION RELEASE

~~(Blanket)~~ Specific

## I. DOCUMENT IDENTIFICATION:

| | |
|---|---|
| All Publications: Raritan Valley Community College Strategic Plan "It's our Time" | |
| Series (Identify Series): 2003-2008 | |
| Division/Department Publications (Specify): RVCC | Publication Date: 11/05/02 |

## II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Charles E. Chulvick

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

*I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.*

**Sign here, please**

| | |
|---|---|
| Signature: Charles E. Chulvick | Printed Name/Position/Title: Charles E. Chulvick, Vice President |
| Organization/Address: Raritan Valley Community College, North Branch, NJ | Telephone: 908-526-1200 FAX: 908-429-0034 |
| | E-Mail Address: cchulvic@raritanval.edu Date: 08/20/03 |

CHARLES E. CHULVICK
VICE PRESIDENT
LEARNING & TECHNOLOGY SERVICES

## III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

| |
|---|
| Publisher/Distributor: n/A |
| Address: |
| Price: |

## IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

| |
|---|
| Name: n/A |
| Address: |

## V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

**Nicole Seymour, Acquisitions**
**ERIC/UC, UCLA**
**3051 Moore Hall**
**P.O. Box 951521**
**Los Angeles, CA 90095-1521**